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THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL MAGAZINE.

APRIL, 1889.

BOOKS AND READING.

BY REV. PROF. WILLIAM CLARK, TRINITY COLLEGE, TORONTO.

(Continued from page 81.)

THIS is one side of the question, and it is of great importance, especially with beginners, that the inclination should be consulted. But there are dangers in the way, and we have solemn and earnest warnings on the subject of those dangers to which it would be well that we should give heed.

Thus Sir John Lubbock, who himself advised the reading of what we like, elsewhere remarks: "Our difficulty now is what to read, and not, like the sailors of Ulysses, take bags of wind for sacks of treasure, not only lest we should even now fall into the error of the Greeks, and suppose that language and definitions can be instruments of investigation as well as of thought, but lest, as too often happens, we should waste time over trash. There are many books to which one may apply, in the sarcastic sense, the ambiguous remark said to have been made to an unfortunate author: 'I will lose no time in reading your book.'"

Still more strongly writes Mr. F. Harrison: "A man of power who has got more from books than most of his contemporaries once said: 'Form a habit of reading, do not mind what you read, the reading of better books will come when you have a habit of reading the inferior.' We need not accept this *obiter dictum* of Lord Sherbrooke. A habit of reading idly debilitates and corrupts the mind for all wholesome reading; the habit of reading wisely is one of the most difficult habits to acquire, needing strong resolution and infinite pains; and reading for mere reading's sake, instead of for the sake of the good we gain from reading, is one of the worst and commonest and most unwholesome habits we have."

In a previous part of the same essay he had said, "We who have wandered in the wastes so long, and lost so much of our lives in our wandering, may at least offer warnings to younger wayfarers, as men who in thorny paths have borne the heat and burden of"

the day might give a clue to their journey to those who have yet a morning and a noon. As I look back and think of those cataracts of printed stuff which honest compositors set up, meaning, let us trust, no harm, and which at least found them in daily bread—printed stuff which I and the rest of us, to our infinitely small profit, have consumed with our eyes, not even making an honest living of it, but much impairing our substance—I could almost reckon the printing press as amongst the scourges of mankind. I am grown a wiser and a sadder man, importunate, like that ancient mariner, to tell each blithe wedding guest the tale of his shipwreck on the infinite sea of printer's ink, as one escaped by mercy and grace from the region where there is 'water, water everywhere and not a drop to drink.'"

And Mr. Carlyle, who has spoken many true and beautiful words of books, gives the same warning with his wonted point and power in his rectorial address at Edinburgh:—"I do not know," he says, "whether it has been sufficiently brought home to you that there are two kinds of books. When a man is reading on any kind of subject, in most departments of books—in all books, if you take it in a wide sense—he will find that there is a division into good books and bad books. Everywhere a good kind of book and a bad kind of book. I am not to assume that you are unacquainted, or ill acquainted, with this plain fact; but I may remind you that it is becoming a very important consideration in our day. And we have to cast aside altogether the idea people have that if they are reading any book, and if an ignorant man is reading any book, he is doing rather better than nothing at all. There is a number, a frightfully increasing number, of books that are decidedly, to the readers of them, not useful.

But an ingenuous reader will learn, also, that a certain number of books were written by a supremely noble kind of people—not a very great number of books, but still a number fit to occupy all your reading industry. Do adhere more or less to that side of things. In short, as I have written it down somewhere else, I conceive that books are like men's souls—divided into sheep and goats. Some few are going up, carrying us up, heavenward; calculated, I mean, to be of priceless advantage in teaching—in forwarding the teaching of all generations. Others, a frightful multitude, are going down, down; doing ever the more and the wider and the wilder mischief. Keep a strict eye on that latter class of books, my young friends."

Perhaps one might venture to enforce this caution with a little more of particularity, and say, somewhat more distinctly, what classes of books should be avoided.

(1) In the first place, and beyond all doubt and debate, avoid all obscene and defiling books; and this advice applies especially to the young. I cannot conceive of any good to be got from such books. Even granting that they may not be all bad, yet the good which is in them you may get elsewhere without the evil. I forbear to name books or authors or classes of books, because I do not want to suggest the poisoned fountains. But I think it would be well that younger people should not read works of fiction without having the assurance of their elders that they may safely do so. I am aware that such advice is in violent opposition to the spirit of the age; but it is the business of men of my calling not to say what the spirit of the age expects, but what the voice of truth demands. I say no more on this point. Those who are willing to be warned will take the warning.

(2) On another point I must explain myself in greater detail. I refer to the reading of sceptical books. If a clergyman were simply to warn people against the reading of such books, he might be accused of wishing to hide from people the arguments which might be brought against the doctrines which he taught. If, on the other hand, he recommended the reading of them, he might properly doubt whether he had a right to expose young or inexperienced or half-taught people to influences which he believed to be evil, and which they might have no power to resist. What should we think of the man who taunted us by saying we were afraid of the strength of our constitution because we refused to expose ourselves to the contagion or infection of disease?

Let me say then that for some persons it is quite lawful to read books which assail our most sacred convictions; with some—perhaps not a great number—it may be a duty to acquaint themselves with the literature of unbelief, so that they may be prepared to counsel and help those who may be assailed by doubt. But for the great majority of readers we may say, without hesitation, that it is better for them to abstain from such books; and this for one simple reason, to say nothing of any others, that it is impossible for the majority of readers to do such reading thoroughly and effectually. This is certainly a case in which we may say, with Pope (*Essay on Criticism* ii. 15):

A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring.

If these words savour of religious bigotry, then I will quote a writer who is liable to no such suspicion, I mean M. Renan, who is himself an unbeliever in the supernatural character of Christianity: "There are very few persons," says M. Renan, "who have a right to disbelieve Christi-

anity." He means, of course, that there are very few people who are either competent to examine the grounds of belief and unbelief, or who will be able to abandon the Gospel and stand without its support. And if this is true, it will be better for such persons to leave infidel books alone.

(3) But there is another class of books which are hardly less demoralizing than those which we have already noticed. I refer to those rubbishy publications, badly written, with no high moral aim, dealing in a very cheap and vulgar style of wit, which seem to be written with the express purpose of lowering and corrupting the taste, of destroying every serious conception of life, of turning every subject into a kind of ghastly fun. Surely Carlyle was right when he said, "If these are the books which we are handling, we had better have nothing to do with books at all."

While preparing this lecture I got hold of a report of an interesting and amusing article in the English *Daily News* of January 30th, on English and American humourists. Commenting on Mr. Howell's recent expression on the same subject, the *News* says:

"We cannot do Mr. Howells the injustice of supposing that he is one of those enormously-cultivated persons who can read Tolstoi but cannot read Shakespeare. As humour is usually understood, Shakespeare is a master here as everywhere, and if Mr. Howells prefers that 'amoosin little cus,' Artemus Ward's kangaroo, to Shakespeare's Sir John Falstaff, the controversy is at an end. Nobody can seriously argue with a gentleman who thinks the 'Innocents Abroad' humorous, and Bottom the Weaver, and Launce, void of humour." The *News* continues in a bantering strain to confront Josh Billings with Dan Chaucer, Uncle Remus with Burns, Charles Dudley Warner with Sydney

Smith, the *Danbury News* man with Tom Hood, John Phoenix with Charles Lamb, Lowell with Henry Fielding, the *Burlington Hawkeye* man with Dickens, Bret Harte with Thackeray, and concludes: "There still remains the heroic form of Mark Twain, against whom we do not propose to set up any rival. Mark's way is so peculiarly his own that we cannot find his parallel; but it may be hinted that Jonathan Swift, and Dr. Oliver Goldsmith, and the Rev. Lawrence Sterne were perhaps as funny as any who write in American comic papers."

Let us make up our minds, as far as we know and can find out, to read the very best books we can discover by our own research or by the guidance of others—the very best; and if at first we do not care for the very best, then let us remember that it is one great part of a liberal education, in any proper sense of that word, to learn to know the best and to appreciate it.

Mr. Frederic Harrison has some excellent remarks on this subject: "How," he asks, "shall we choose our books, which are the best, the eternal, the indispensable books? To all to whom reading is something more than a refined idleness these questions recur, bringing with them a sense of bewilderment. To put out of the question that writing which is positively bad, are we not, amidst the multiplicity of books and of writers, in continual danger of being drawn off by what is stimulating rather than solid, by curiosity after something accidentally notorious, by what has no intelligible thing to recommend it, except that it is new? Now, to stuff our minds with what is simply trivial, simply curious, or that, which at best, has but a low nutritive power, that is to close our minds to what is solid and enlarging, and spiritually sustaining."

The same writer remarks with great truth and force that our appreciation of the really great writers will form the best measure of our own mental and literary cultivation. "If," he says, "you find Milton, Dante, Calderon, Goethe, so much 'Hebrew-Greek' to you; if your Homer and Virgil, your Molière and Scott, rest year after year undisturbed on your shelves, beside your school Trigonometry and your old college textbooks; if you have never opened the *Cid*, the *Nibelungen*, *Crusoe*, and *Don Quixote*, since you were a boy, and are wont to leave the Bible and the Imitation for some wet Sunday afternoon, know, friend, that your reading can do you little real good. Your mental digestion is ruined or sadly out of order. No doubt, to thousands of intelligent educated men who call themselves readers, the reading through a Canto of *The Purgatorio*, or a Book of the *Paradise Lost*, is a task as irksome as it would be to decipher an ill-written manuscript in a language that is almost forgotten. But, although we are not to be always reading epics, and are chiefly in the mood for slighter things, to be absolutely unable to read Milton or Dante with enjoyment, is to be in a very bad way." Again, he goes on: "When will men understand that the reading of good books is a faculty to be acquired, not a natural gift, at least not to those who are spoiled by our current education and habits of life? *Ceci tuera cela*, the last great poet might have said of the first circulating library. An insatiable appetite for new novels makes it as hard to read a masterpiece as it seems to a Parisian *boulevardier* to live in a quiet country. Until a man can truly enjoy a draught of clear water bubbling from a mountain side, his taste is in an unwholesome state. And so he who finds the Heliconian spring insipid should look to the state

of his nerves. Putting aside the iced air of the difficult mountain tops of epic, tragedy, or psalm, there are some simple pieces which may serve as an unerring test of a healthy or a vicious taste for imaginative work." Some of these I shall mention hereafter.

"The intellectual system of most of us in these days needs to 'purge and to live cleanly.' Only by a course of treatment shall we bring our minds to feel at peace with the grand, pure works of the world. Something

we ought all to know of the masterpieces of antiquity, and of the other nations of Europe.

"To understand a great national poet, such as Dante, Calderon, Corneille, or Goethe, is to know other types of human civilization in ways which a library of histories does not sufficiently teach. The great masterpieces of the world are thus, quite apart from the charm and solace they give us, the master instruments of a solid education."

(To be continued.)

LITERATURE AND CULTURE.*

BY THE REV A. H. REYNAR, PROFESSOR OF ENGLISH LITERATURE AND MODERN LANGUAGES IN VICTORIA UNIVERSITY, COBOURG.

WITHIN the recollection of many of us there has been a great extension of the range of subjects taught in school and college. Not very long ago classics and mathematics—perhaps I should say classics or mathematics—absorbed the attention of the student. Now it is possible to gain the highest academic honours without learning to distinguish Alpha from Beta, and without fastening it in the memory that the circle is divided into 360 degrees. It is not that the student may study less to-day than of old, but he may study other things. Modern languages, natural science, history, political economy and our own literature have not only secured a place in the Universities, but they sometimes displace and supersede the time-honoured subjects of classics and mathematics.

The claims of modern languages and natural science are generally recognized. Even the Philistines can find reasons for their promotion, but

to the average Philistine understanding there is a mystery past finding out in the elevation of the study of our own literature to the high place accorded to it in modern education. It is my object to-day to make some observations on the nature of the culture to be obtained from the study of literature, and some suggestions as to the best methods of pursuing this study.

I seldom use the word *culture* without misgiving, because of a certain widespread cant use of the word. The common mind has failed as yet to apprehend with clearness what is meant by culture in the true sense. At the same time we may hope that the idea will gradually become more clear and full to the many. One important feature of the truth has I think been fairly apprehended, and that is a certain difference between the fulness of mere learning and the hard-headedness of the intellectual athlete on the one side, and a certain sensibility and grace and refined common sense on the other side—the side of culture. The pity is that to

* Read at the meeting of the Modern Language Association of Ontario.

the common mind this difference is a difference of opposition and hostility, whereas it is rather the difference of the complementary parts of an whole. A marked and happy advance will be made when multitudes of people have learnt that refinement does not mean softness, and that great learning and clear thinking are not monopolized by intellectual bullies. The Damascus blade as well as the bludgeon and the butcher's knife may be used with force and skill.

I have said that learning and reasoning power and culture are parts of one whole. That whole is what people commonly understand by a good education—the development and improvement of the various powers and capacities of human nature. How many sided that nature is and how varied the culture it demands has never yet been generally acknowledged. Each side has been recognized and some special means of culture for it provided, but this has often been to the neglect of other sides and of other forms of culture. Each side has had its enthusiasts, who, by their exclusiveness, have provoked opposing exclusiveness and enthusiasm.

There is the *physical side*, sometimes over estimated and often underestimated. If it is left to languish in neglect the whole nature will languish in sympathy with it; if over-stimulated and developed it absorbs the energies required by the other faculties. The best results on all sides cannot be had without the *mens sana in corpore sano*. In this physical side of our nature we have, I believe, the spring of our ideas of force and cause, and the first and most constant stimulant of that practical energy—that *Thätigkeit*, without which all the capacity and opportunity in the world may find a man and leave him a non-entity. Sir Walter Scott was not trifling therefore with the education of his son when he took the part of

teaching him "to ride and shoot and tell the truth," and left the rest to his tutor. It is a hopeful sign of the times that a practical interest in physical culture is now awakening in academic circles, and we may hope that the next generation of young Canadians will be helped in school and college to a healthy, vigorous physical life, as well as to learning and mental culture.

Another side of our nature calling for careful training is the *moral side*. According to Mr. Arnold, moral things make up three fourths of our lives. French and Italian critics object to this estimate. They say it is too high. We may leave them to speak for themselves, but Arnold speaks truly for our Anglo Saxon race, and the Iron Duke spake like a true Englishman when he said that the tendency of schooling, apart from moral culture, was in the direction of making clever devils. How we are to gain this moral culture also in connection with our educational system is one of the most serious problems of our times. Its speedy solution is most devoutly to be wished. The methods of doing this, so far as proposed up to the present, seem rather to show us how not to do it.

Again, there is the *social side* of our nature in which we and other northern peoples are sadly in need of development. Even great learning and rare talents for some things may leave a man a recluse or a clodpole, impelled in the one case to shun the society of his fellow-men, and in the other case compelling his fellow-men to wish that he would shun them for the companionship of "the rugged Russian bear, the armed rhinoceros, or the Hyrcan tiger."

When we come to the *intellectual side* of our nature, we come to the old familiar academic ground. Here two chief ends are recognized: 1st. the acquisition of knowledge, and

and the development of power to acquire knowledge. The rewards of intellectual culture are sometimes the pleasure that comes from the pursuit of knowledge and the joy of its attainment; sometimes the reputation and fame that knowledge brings in the great world, or in some little world in which we live; sometimes the power knowledge brings to improve our own condition or that of our fellow-men.

Now, the study of literature is not specially conducive to the acquisition of knowledge. The fields of science, rather than those of literature, yield knowledge. Of course there is much to be gleaned in the field of literature, but useful information is the gleaning, not the harvest of literature. Neither is the study of literature specially conducive to the development of the logical faculty. For deductive reasoning the study of mathematics is to be preferred, and for inductive reasoning the study of the physical sciences. What, then, is that culture that comes from the study of literature, and that shows a tendency to appropriate to itself the name of culture? It is, I think, "the culture of the imagination and of the sentiments."

To many unthinking people the imagination is a malady rather than a faculty. When the imagination is at work they expect to see "the eye in a fine frenzy rolling," and to hear an utterance "full of sound and fury signifying nothing." Of course this is all a mistake. The imagination is simply that faculty by which we form true ideals, perfect images, faithful conceptions of things—that faculty in fine by which we see things as they are in their eternal archetypes, and not merely as they may be imperfectly realized in time or discovered to experience.

In the observations we make, and the experiences that come to us in our short cloudy day of mortal life, we trace a feature here and there and

sometimes catch a sentence or a word. Imagination is "the vision and the faculty divine" by which we fill up the fragmentary outlines and supply the missing words, so that we see the larger vision that has never yet been seen by mortal eye, and hear the revelation that has never yet been fully heard by the ear of sense. Hence the inspirations and creations of musicians and painters, of sculptors and architects and poets, of prophets and of saints. Hence those sublime guesses at truth that science has afterwards verified. Hence, too, those ideals of politics and morals and religion to which we ever approach, but which at the same time improve and advance, so that with all our progress there is always to healthy minds a coming golden age "to which the whole creation moves."

I cannot flatter myself that I have given a perfect analysis or a full description of the imagination whose culture is a prime object in the study of literature, but I have perhaps said enough to indicate what I mean. Let me add a word as to the *sentiments* included in the scope of this culture. They are the feelings of the mind, not the perceptions and judgments, but the appetencies by which the mind goes out towards certain things and the aversion by which it turns from their opposites—the experiences of complacency or elation that arise in the mind on certain perceptions, with the opposite experiences that attend the contrary perceptions.

Now, it is the mark of inexperience or ignorance to be delighted or disgusted with things trivial, but it is the mark of dulness or deadness to be without delight in what is delightful, a disgust in what is disgusting. The *blasé* is not the master of wisdom and strength, but the past master of weakness and folly. He is as the man who has become impotent through excesses and reached a disgust of

food through gluttony. Every man of well-developed and healthy mind is—like a Shakespeare, a Goethe, a Milton, a Wordsworth, a Browning and a Tennyson—"dowered with the hate of hate and scorn," and capable of being moved to joy or tenderness by "the meanest flower that blows."

It would not be hard to show of how great practical importance it is that the imagination and the sentiments should be cultivated in our young people. The grand achievements of a man's age are but the realization of the ideals of his youth. A Milton, a Nelson, a Wellington, a Peel had never been possible had not such ideals been their guiding stars. And alas! whilst every deed of glory is but the outcome of a grand idea or noble sentiment, the records of our criminal courts and prisons, and the constant sad confessions of the scaffold, show that crimes and deeds of shame and sin are but the realizations of false and base ideals accepted by the young from low thoughted men and books. The testimony of observation and experience on this point is greatly strengthened—established we may say—by the testimony of history. In the great humanistic movement, led by Reuchlin and Erasmus, the imagination of modern Europe was so chastened and strengthened by the study of the masters of classic literature that no further pleasure could be taken in the grotesque and monstrous growths of the past, and a beginning was made of that reformation, according to right reason and true ideals, which continues to the present day.

But to come to the practical question suggested by the present meeting, What are the best means to be used in the culture of the imagination and sentiments? The best in kind is association with men and women of the highest culture. "*Qui cum*

sapientibus graditur sapiens erit, amicus stultorum similis efficietur." There are but few persons, however, who can have the full advantage of such association. Still, of those known to each man, there are some who are the best and others who are the worst. For the former, it is the part of wisdom to "grapple them to the soul with hoops of steel," and, for the latter, it were best to consort with them only as the physician or the nurse with the diseased.

In the study of literature and the companionship of good books we have the best available means of culture—means even better in some respects than the companionship of the writers of the books. The best that the best of men in all the ages have known and thought and felt is now spread out in our literature before every man, so that we may use concerning it the words of the Hebrew prophet and say, that without money and without price all men may come and buy and eat.

Here another practical question arises. Granting that literature contains these creations of the imagination, these chaste ideals and noble sentiments, how are the teaching and study of literature to be conducted so that this spiritual food may be taken and digested and assimilated, and transmuted into improved thinking and exalted feeling and noble living, or, in a word, made to result in culture?

Before I attempt to give a direct answer to this question, permit me to give an indirect answer and say, how is it *not* to be done?

We are so accustomed in our methods of education to appeal to the sense perceptions and to the logical faculty, that the instructor often feels at a loss when such appeals are vain. We cannot weigh and measure hate or scorn, love or veneration, and by no expertness in the use of syllogism

can we prove the beautiful and the sublime, the noble and the base. Nevertheless the old habits of instruction prevail, and we use in the study and teaching of literature methods that can yield only the most meagre returns in those fields, though they may yield the best returns in the fields of science. Grammar, rhetoric, philology, history, mythology, etc., etc., these are suggested in the study of literature and an understanding of the suggestions is essential to the progress of the study. But these things are all of the nature of science, and they may be mastered without much gain to culture. Moreover, these things can be put down in black and white to appease the examination demon who is going up and down in the land seeking whom he may devour, and they may be put into annotations, and expanded into books, but culture is a law written in the heart and in the mind. Let me say, further, that whilst the perceptions of the imagination and of the sentiments are not sensuous, they are nevertheless perceptions of realities, and whilst they may be for the most part incapable as yet of logical verification, they are not illogical. To illustrate: from the beginning, men have had perceptions of beauty and sublimity, and pathos in music, but it was not till thousands of years had passed away that men discovered that the sequences of melody and the combinations of harmony are in exact accord with mathematical laws. Even in our own day, the most charming music is given, and the most exquisite delight in music is sometimes felt by those who know nothing of the science of numbers that underlies this art; and with all our boasted modern science no man has ever yet discovered the link that connects the throb of nerve with the thrill of feeling that rouses men to the rage of battle, or melts them to tenderness and tears.

What is true in this particular case is true in general, and I hold that there is a pre-established and underlying harmony between the true, on the one side, and the beautiful and the good on the other, and that the intellect, the imagination, and the sentiments are in a perfect accord, though ignorance and error may sometimes darken or disturb our perception of that accord. Hence the wisdom of the following saying of Mr. Arnold: "Finely touched souls have a presentiment of a thing's natural truth, even though it be questioned, and long before the palpable proof by experience convinces all the world."

But the question is pressed again. What are the methods by which the best results of culture may be obtained from the study of literature? All I can say on this subject can be said in four words—presentation, contemplation, stimulation, inspiration.

Under presentation I include all that can be done to make sure that the conception of the writer may be clearly seen by the student. When this is done it remains to make sure that the attention is fixed on the conception so presented.

It is just here, I think, that a great mistake is often made. No sooner does the student clear away obscurities from the object than he hastens on to clear away other obscurities from other objects. It is as though instead of studying works of art a man should busy himself with unpacking them and setting them up. In legal documents we sometimes find the clause, "time is of the essence of this contract." Every tacit contract the student forms with literature must have this clause when culture is the result desired. It is only by the repeated and protracted contemplation of the masterpieces that our own forms of thought and habits of feeling are modified and assimilated to the higher type. Goethe had this in view

when he gave his three familiar rules for every day: 1st. Sing an old song. 2nd. Look at a beautiful picture. 3rd. Speak some words of sober sense. And Arnold, an admitted master in these things, gives the following question and answer: "How does one get to feel much about any matter whatever? By dwelling upon it, by staying our thoughts upon it, by having it perpetually in our mind."

When the conception of the writer is fairly presented to the mind of the student there is room for much tact and skill on the part of the instructor to tempt or teach or spur the dull or timid mind to some play of fancy, or soaring of imagination, or searching of thought. I say that much may be done here. I do not mean that many things are to be said or done. Anything like a busy, fussy, or officious zeal can not come to good, and, indeed, it can not come of good.

It is said of a certain great musician that he would seldom go to the opera in Paris, even when his own compositions were rendered, though he frequently attended the opera in Germany and Italy. On being asked the reason of this he replied: "In Italy or Germany I am sitting quietly in the pit, and on each side of me is a man shabbily dressed, but who feels the music as I do; in Paris I have on each side of me a fine gentleman in straw-coloured gloves, who explains to me all I feel, but who feels nothing. All he says is very clever indeed, and it is often very true, but it takes the gloss off my own impression, if I have any." In like manner, all coldly-clever criticism, as well as all fiery rant, is an offence to a soul that is beginning to feel deeply and truly. The Arab steed is roused and guided by the whisper and caress of his master, not by the dragoman's lash. He who would awaken and draw forth the possibilities of high ideals and noble sentiments must be more than

a pedant or a pedagogue, he must be a "guide, philosopher and friend."

Here we come to the last and highest agency in culture—*inspiration*. We are reminded of the old word: "*Si vis me flere dolendum est primum tibi ipsi,*" and we come round again to the most potent means of culture, namely, *character*. If in the stimulation of the student's mind the instructor may do much, though he may not do many things, here in the work of inspiration he may do much more, whilst he may say much less, for in this working

Thought leaps out to wed with Thought
Ere Thought can wed itself with Speech.

The highest results come not from the doing or the saying of the teacher, but from his being, and through all forms of speech is felt the vital warmth of the living soul or the chill of a soul that is dead whilst it still lives.

I would like to add one or two practical suggestions before I close; and first, a word in the selections that should be made for the reading of students, particularly of young students. I think the purest specimens, both for form and for substance, should be given. Criticism cannot be applied before a standard of criticism is attained, and a true standard is attained only through the study of the masterpieces. I would not therefore lead a young student by the stercoraceous heaps of Cowper, even though he may have a taste for early cucumbers, neither would I perplex him with false cosmogony and astronomy of Milton, or stupify and stultify him with the scholastic theology that Milton preaches from the throne of the Eternal. I would not disgust him with servility of Dryden as he "heaps the shrine of luxury and pride with incense kindled at the Muses' flame." Before all the garden of Cowper I would give a young student the "Daffodils" of Wordsworth, or the "Daisy" of Burns—the "wee

modest, crimson-tipped flower." Before all the theology of the "Paradise Lost" I would give the "Epistle to a Young Friend," or "The Cottar's Saturday Night," or even "Twa Dogs," and "John Anderson, My Jo," as more helpful to heart and mind.

Yet another practical suggestion. Much of the best reading, as well as most of the worst reading of the day is in the form of the work of fiction. Help given to our young people in the reading of this literature would surely be help in need, and I venture therefore to suggest that the reading under wise guidance of some of our best novels would do more to correct the evils of novel-reading, and to bring out "the soul of goodness" than all the Mrs. Partington-like measures of repression that have been tried for the past forty years.

In conclusion I add a word on the culture to be derived from the study of biblical literature. If it is ever a mistake to study literature as science, the mistake is most mischievous in the case of biblical literature, and unfortunately it is just here that the mistake is most frequently made by religionists, as well as anti-religionists. Some lovers of the Bible contend with anxious zeal for the scientific accuracy of Genesis, and the historic fidelity of Exodus, whilst doubters and despisers rejoice in the discovery of scientific inaccuracies and historic discrepancies. The ingenuity in both cases may be very great, but in both cases it is utterly misdirected. Not science, and not history, and not poetry—in the ordinary sense—is the matter of this literature, but the slow unfolding

of sublime moral conceptions, the evolution of great moral forces, and the awakening of glowing moral sentiments. Their perfect presentation and expression from the side of science eye hath not seen nor ear heard, but even through the imperfect human medium they do transpire so as to be correctly apprehended by the pure in heart and true in deed. The artist who returns day by day to the inspiring study of the "Madonna Sistina," what does he care for the opinion of linen drapers who condemn the picture because the canvas may be coarse and old-fashioned, or for the opinion of modern chemists who condemn the great painting because they know, or think they know, a better way of mixing paints? Just so the man who has felt the power of a new life awakened in him by the moral grandeur and fervour of the Sacred Scriptures is not to be moved by the exceptions on the grounds of art or science, well or ill taken, by those who know their art or science true, *and know no more*. The unfolding of the good is the glory of the Bible, and the quickening of the good is its virtue and power, and for the rest it may or it may not be as faulty as the sun in heaven, for

The very source and fount of day
Is dash'd with wandering 'isles of night.'

The world will yet come to a recognition of the things that differ in the form and substance of our sacred literature, and the word of the Lord shall not return unto Him void, but it shall accomplish that which he pleases, and it shall prosper in the thing whereto He has sent it.

But to him whose prayer is pure,
Every morn is Christmas morn,
In his heart, he may be sure,
Day by day, the Lord is born.

—*Celia Thaxter.*

THE most extensive bee farm in the world is probably near Beeton, in Canada. It covers four acres, and the owner, in a favourable year, secures not less than 75,000 lbs. of honey from his 19,000,000 little workers.

ASPIRATIONS.

BY A. H. MORRISON, ENGLISH MASTER C. I., BRANTFORD.

WERE there no other value to be attached to life, the discipline that is afforded by honourable labour, and the satisfaction arising from the knowledge of labour well performed, would alone make life worth living. It matters little whether a man, in the image of God, works with his intellect, which is most truly God like, or toils with his hands in the God-given garden of earth, delving, in very truth, into that layer of mould which enshrines all that is mortal of many generations of predecessors. In either case is he fulfilling the highest destiny that even an Almighty and omniscient creator could pre-ordain for a created being, his own handiwork. There is a dignity in labour that is not of earth, though prosecuted on the earth. The lined brow of the student, and the crooked finger and horny palm of manual toil are patents of a higher nobility than can be conferred by earthly potentate, other than the supreme and imperishable potentate of Self—self-ennobled and self-consecrated by the consciousness of duty well performed, of reverses well endured, of rewards modestly yet gratefully accepted and worn.

There is no such thing as idleness in Nature. There is no such thing as cessation, even in the grave. Suns pursue for evermore their giant paths through space. Round them in never-resting gyrations circle the minor spheres, pendulums of the ages, swinging in their limitless orbits. Meteors flash out of immensity into dust, yet trail in their splendid wake the inevitable necessity for re-adaption and re-assimilation. Continents rise, bourgeon, moulder, subside. "The multitudinous sea incarnadine," tireless, laps the shores of ever-shifting sands.

The gardens of earth perish and bloom again. The store-houses of Nature are exhausted to be refilled. The children of Creation are never silent in her workshops, never asleep, never dead, but somewhere their voices are heard, their great hearts are throbbing. Even the dust of humanity is alive, rife with purpose and pregnant with nascent being. The grave may be dug to-day, but it cannot long hold the cold form that is lowered into its depths. Already chemical action is at work. To-morrow the fabric is resolved into its elements to be re-utilized in the construction of a hundred forms that we reckon not of, that we see not, that we acknowledge not, yet, that nevertheless are. Such was the fiat of immutable Law from the beginning. Matter once formulated is indestructible. Nothing is lost, only transmuted. Nothing is obliterated, only re-fashioned.

And this leads to another consideration. If the animating principle of all that is loftiest in being, call it what you will—sentient intelligence, soul, spirit, divine spark—be, in very deed in the body, but not of the body; a visitant in the temporal frame, but not necessarily a perpetual co-partner of the temporal frame; then, according to the same law of indestructibility is its mission, its office, eternal. Whatever may be its changes, the rude fingers of annihilation can never crush its fluttering wings into nothingness. Phoenix-like it will spring again and again from the ashes of dissolution to spread its pinions abroad in the renewed light of day.

Eternal process moving on,
From state to state the spirit walks
And these are but the shattered stalks
Or ruined chrysalis of one.

The God-created can never be the God-forsaken and forgotten. The outcome of the divine labour must of necessity embody the characteristics of divine labour, and propagate them from eternity, through eternity, to eternity. For everything is labour, and in labour is aspiration, and aspiration is excellent, and because excellent, eternal.

. . . What is excellent, as God lives,
is permanent ;
Hearts are dust, hearts' loves remain ; hearts'
loves will meet with thee again . . .
Silent rushes the swift Lord through ruined
systems still restored ;
Broad-sowing, bleak and void to bless, plants
with worlds the wilderness ;
Waters with tears of ancient sorrow apples
of Eden, ripe to-morrow.
House and tenant go to ground, lost in God,
in Godhead found.

Others than Emerson have learnt this great truth of universal being, have indeed opened their hearts

To know
What rainbows teach, and sunsets show.

Though perhaps few have been able to repeat the lesson to their fellow-creatures so tersely, so poetically, so divinely. Therein spake the seer, the transcendentalist. Therein are seen impressed the footsteps in the sands of Time, whose imprints

Some forlorn and shipwrecked brother
Seeing shall take heart again.

Such words come to us from the past like echoes of monition and encouragement, the spirit voices of the great dead. And that there are such echoes from the past no one will deny, as surely as there are echoes from the yet unattained future. To the earnest soul, the earnest worker, the earnest lover and believer in his mission there are such messages from the future. Though still, perchance, far off, the muffled tread of the footsteps of success are heard ever approaching by the ears of aspiration, and though the failures yet be many,

at each failure the echo of the footstep comes nearer, till at the appointed time it shall stand at the threshold of the worthy, the one who has had the courage to aspire, the faith to maintain, the patience to wait.

"All things come to those who can afford to wait," says Disraeli. He might have added, and who are not afraid to labour or ashamed to fail in a good cause.

No hand may touch the wheels of God's
design
To hasten or retard them ; and no power
Can keep thee at the one appoin'ed hour
From finding that which right pronounces
thine.

Young men and young women going forth into the future with fair promise and high hope and pride of intellect, do not be afraid or ashamed to aspire. Do not be discouraged though at first you fail. You will often fail or you will never meet with success. Only he who has failed and failed repeatedly knows what it is truly to grasp the key of his desire, wherewith to penetrate into the Holy of Holies to receive the guerdon of his love, his trust, and his toil. It is only by the experience of work and failure that the line could ever have been penned, "He shall see of the travail of his soul and shall be satisfied." Without travail there is no soul, and without soul there is neither success nor satisfaction.

Around you lie many fields of labour, which will you choose? To the reward of which will you aspire? In a sense perhaps it matters little, for the great discipline work is still discipline ; mental, on the throne of kings ; or manual, in the shaft of the miner. But in another sense it matters much. If the dust of humanity is not dead, is never at rest, but is ever being re-assimilated and re-fashioned, be assured in a far wider and a far higher sense is the spirit, the indomitable, aggressive spirit of

man quenchless and imperishable, burning for ever, illumining new spheres of thought and action, potent for good, or—dread thought—far more potent for evil; evil for a time only it may be, but still evil, and therefore corrupting and debasing. The good eventually will triumph—must triumph; for, behold everything is very good. But evil will have its reign. It must be banished by the good, the great work of the spirit of right and truth.

But whatever field you choose wherein to labour, have ever before you a lofty ideal. Though you should never attain it, yet never lose sight of it. It will be your animating principle in life, your consolation in sorrow, your mentor and disciplinarian in success. Nay, more, it will make you resigned in failure. It will teach you modesty in success. And success will come. It is certain as the Truth, faithful to its mission as the needle to its pole. Men may never know it. Not the most popular or the most notorious are the most successful; but your own soul will know it. Your own soul, God's soul that speaks in you. I do not use the term God in its limited sense, that undefined, sometimes monstrously distorted conception which fastens like a disease upon the minds of men. I mean the all-embracing, all-absorbing conception of loftiest being and perfection of purpose and accomplishment and its author, whatever and wherever that may be; self-existent, creative, preservative, perpetuating, progressive, ever moving, and ever moving to the light, and because light, truth, and quenchless.

And what are to be your ministers of the ideal? What is to feed the fire of aspiration? I answer, unhesitatingly, books. Why not men? Because men are our contemporaries, and, strange perversity in human nature, we are apt to disparage, nay,

sometimes despise contemporaries. They are so near to ourselves, so real, so equal. But the dead speak with more eloquent tongues, with a voice, indeed, not of earth, for their spirits have long passed the boundary line of earth and time, and to us are among the immortals, and are therefore in a sense loftier, wiser, holier than ourselves. A good book is in very deed a man's soul in symbols, thereby is conserved the true man. What was dross and dust has become transmuted, but what was light and spirit remains embalmed in letters. And again, with the living man is associated error as well as wisdom, littleness as well as greatness, vice as well as virtue. We, as a rule, see the best of a man in a book, that is, if it be the kind of book I mean. We do not always see the best of a man in real life. Alas! poor humanity. How weak we all are! How our idols are shattered! What weary pilgrimages do we all at times make to the shrines of our inner consciences, scourging ourselves with the knotted cords of self-contrition, and crawling painfully back on bleeding knees to the life of renewed endeavour! Here is a man we thought a god, and some day the veil is transiently blown aside as by a chance breath, and we see something that startles, that disappoints us. Behind the curtain we catch a glimpse of the trickery of the stage. There stands Statecraft, a becurled and pomatumed charlatan, and here poses the Patriot, the sponsor to an alien race, the truckler to an assassin's knife. There are ever the meaner offices of life connected with the man. We cannot disassociate the one from the other. But memory is white light, untainted by the dust of envy, undimmed by the whirlwind of passion. By its means we can weigh, reject, condone, approve, assimilate to ourselves all that is worth assimilating, and forgive and forget the rest. This

we can never do with the living man. It is not in human nature.

Let books then, and the best books, be your ideals. Touch men. They will keep you human. But read books. They will help you to become divine. Embrace literature as a mistress, ever beautiful and ever young. Either the immortality of mind is true or it is not. There is no middle state. If not true, then man is a failure and life is a curse. The Universe is the conception of a mocking friend, and its sorrows and partings the consummation of a relentless demon. We can conceive of nothing more miserable than man, sentient, great-hearted, sympathetic, aspiring man without a hope, the Sisyphus of Time, the Tantalus of Promise, his end a grave, his purpose unfulfilled, his memory a life-woe to bereaved survivors. But if, on the other hand, mind be immortal, then there is no more beautiful minister to the mind than literature, no happier moulding of the divine spirit of intellect than the literary habit. By it all the past is conserved, the present inspired, the future illumined. Now it is the old Veda that transmits the message, animating for high enterprise. Anon, and trooping from their tombs to the war-cry of old Troy, press phalanx-deep, the Greeks of Homer. The great law-givers of the Latin hills instruct us yet from their silent forum where the seven-throned city still keeps watch by the yellow Tiber. The Armadas of Spain sweep new worlds into the intellectual ken. Genoa and Hamburg and Venice pass us in stately pageant; they fling their rings into the tide of time, and the time waves, true to their liege, wash

the insignia to the feet of the present. From north and south, east and west the spirit messengers come, rich with Oriental spoil, with western legend, with the glamour of the Tropic sun, or with sad, earnest melancholy, yet resistless voicings, tremendous in their import, startling in their earnestness, from the solemn, rock-bound shores where the fogs of the North Sea brood over the home of the scientist and the sanctum of the philosopher. Being given this heritage, with you and your generation it remains to perpetuate the past, to forward it to the future. You are to-day the messengers of light. Your elders are already within sight of the goal, their life-race nearly run, their life-work nearly accomplished. But you are, as yet, but stripping for the arena. Strong be the wills to nerve your purpose, to direct you right, to preserve you from stumbling or tripping on the course. Not only work, but love work. Not only see in work a means, but a divinity. Not only look upon it as labour, but also as rest. Aspire to work, manfully, womanfully, looking not altogether for reward. Let aspiration be its own reward, and perhaps some day, and when least expected, and in a manner altogether unlooked for, another success, another reward may come. When the scales shall fall from our eyes, and we shall see truly, not as men but as immortals. Then, indeed, shall aspiration receive its highest reward. Then, indeed, shall we see of the travail of our souls and shall be satisfied. Then, indeed, shall we realize the ultimate truth of the sentiment:

"What is excellent, as God lives, is permanent."

She took her lesson from the sun,
That gave her wealth ere she beheld it,
And gave a smile to every one,
And, if she saw a cloud, dispell'd it.

She passed away one summer day,
Just as the sun with smiles was setting;
And left this lesson: Rich are they
Who live for giving, not for getting.

A JOURNEY.—II.

BY A TORONTO MERCHANT.

SANTA BARBARA AND OTHER POINTS.

THE State of California contains nearly one hundred and fifty-six thousand square miles of surface. The portion usually known as Southern California comprises probably about one-third of the whole, commencing at the boundary of New Mexico on the south, and running in a northerly direction about three hundred miles, the whole State, north and south, being under one local government. In the latter portion is situated the county of Santa Barbara, about three hundred miles south of San Francisco, and on the thirty-fifth parallel of latitude. It is crossed by the Santa Ynez Mountains, which run nearly east and west. On the south side of these mountains is the Santa Barbara Valley, in which the city of Santa Barbara is situated. The valley contains about 100,000 acres of land suitable for cultivation, its southern boundary being the Pacific Ocean. The western side of the city and of a portion of the valley is separated from the ocean by a range of hills known as the *Mésa*, which protect the city and the beautiful little valley from the trade winds of the Pacific. In this city the writer had the pleasure of living during the months of December, 1888, and January, 1889, enjoying the climate and the scenery very much, and making the acquaintance of a number of its citizens from whom he received a great deal of kindness. The winter months here correspond with ours in the east; but a visitor from Canada or the New England States, without knowing the season of the year, would in all probability suppose the time to be about

the middle of June. During the whole winter one can sit with comfort in sunny days with the windows wide open from ten o'clock in the morning until four or five in the afternoon. Winter is called the rainy season, and in the northern part of the State, and still farther north, in Oregon and Washington Territory, the term is quite appropriate; but here the average rainfall in a year is only about seventeen inches, and is spread over about five months, commencing about the latter part of October or early in November. The number of days on which rain may be expected to fall will not exceed an average of five or six days per month during this season, and with these exceptions, the majority of other days are bright and sunny, from one end of the year to the other. The summer is the dry season, during which rain scarcely ever falls; but there are frequently heavy dews, and near the coast, occasional fogs, so that in this country irrigation of farming lands is generally considered unnecessary. During the long summer of almost perpetual sunshine the hills turn brown from want of rain, and the country roads no doubt become very dusty; but in the city where a good supply of water is brought from the neighbouring mountains, the lawns may always be kept green and the flowers blooming. The winter all through the southern part of this State is the most enjoyable season of the year, although the difference in temperature at Santa Barbara between summer and winter is really very little, being less than fourteen degrees. After the first rains, about the first of November, the grass on the hills and in the valleys becomes green again.

The gardens about the city are bright during the whole season with an almost endless variety of roses, geraniums, verbenas, heliotrope, calla lilies, flowering shrubs, etc., giving a visitor from Canada the idea of summer in his native land. But in addition to the flowers and shrubs which he is familiar with at home, he will find here a great variety of tropical and semi-tropical plants and trees growing luxuriantly in gardens and in the avenues which could only be kept alive in a colder climate under glass. Specially noticeable among these is the palm tree, of which there are many varieties, and we find them growing in every garden, giving to the city a semi-tropical appearance that to a new-comer unaccustomed to such scenes is very interesting. The most beautiful among the shade trees is the pepper tree, a native of Peru, which was brought to this country a good many years ago, and grows very rapidly, making a good sized tree in from five to ten years. It is found on all the streets, with its graceful drooping branches, clusters of white blossoms or red berries, and foliage ever green, it is highly ornamental, and on a warm summer's day its cooling shade, like that of our own maple or chestnut, must be very refreshing. Then there is the tall, stately looking eucalyptus, with its long, dark leaves, which has been known to grow to a height of sixty feet in six years. It was brought from Australia, and in many places throughout the country it is planted for wind-breaks and frequently also for wood for fuel. It is said that in five or six years' growth half a cord of wood may be cut from one tree, and as there is a considerable scarcity of wood in many parts of this country it is likely to become very valuable for this purpose. In the gardens may also be found the acacia, with its canary yellow blossoms, the magnolia,

grevillea, rubber tree, cork, camphor, loquat, orange, lemon, lime, fig, apricot, persimmon, walnut, almond, and many others, with the names of which I am unacquainted. The city contains a population estimated at about 10,000, a large proportion of which has come during the past five years.

Over one hundred years ago the Franciscan Fathers established a mission here, and the building, which, however, has been rebuilt since that time, is still in a good state of repair. The older houses built by the Spaniards and Mexicans were all made of adobe (a kind of clay), and roofed with red tiles, and a good many of these old and rather picturesque buildings are still in existence, indeed there is still quite a number of Spaniards, Mexicans and Indians living in the older parts of the city. The larger part of the population is, however, American, and the old, interesting features of the town are fast disappearing, and will soon be entirely gone. It is not likely ever to become a great business centre; but as a pleasant, healthy place to live in, and as a popular resort in summer, as well as winter, for visitors from other parts seeking health, rest, or recreation, it must grow in importance and in popular favour as its fine climate and picturesque scenery become more widely known. It is seldom that one can find the rugged mountain, the wild and deep canyons, the quiet, peaceful valley, the deep, blue ocean, the sandy beach, and the clear sky, all brought together in such a delightful manner as here; and away from the city, on the foot hills, or in the valleys and canyons, among the evergreen live oaks and the sycamore trees, one may spend the days and the years, if so inclined, in quiet rest, "far from the busy haunts of men." This is a land specially adapted for fruit growing—the walnut, olive, almond, grape, peach, pear,

nectarine, cherry, plum, and nearly all kinds of small fruits being successfully cultivated. The orange, lemon, and lime also do fairly well in some localities; but do not thrive as well as at some other points more distant from the ocean, and at a little higher elevation.

About the first of February we said good-bye to our kind friends in Santa Barbara, and left by the steamer, *Queen of the Pacific*, for San Diego, at the southern extremity of the State, where we remained about fourteen days. This is a new city, having grown within the last two years from a population of 4,000 to nearly 30,000 at the present time. The boom is over for a while at least, but the people are still hopeful for the future. The harbour is certainly a splendid one, and with the railway connections, which have already been made, and are likely still to be made, across the continent, it must soon become a very important shipping and commercial centre, there being no other harbour near than San Francisco, a distance of about 500 miles, having equal advantages. The surrounding country has at present few attractions as compared with Santa Barbara and some other points. Scarcely a tree is visible as far as the eye can reach, the hills presenting a very bare and uninviting appearance; but a large flume has recently been constructed to bring water for irrigation purposes from the mountains, and with plenty of water it is possible that what appears to be now a desert may be made to "blossom as the rose." The climate is certainly very equable, but too dry for agricultural purposes, unless irrigation is extensively used. This is, however, quite true of many other places in this southern country.

Riverside was next visited, a flourishing city of about 5,000 people, mostly Americans, in the best part of the "citrus belt" as it is called here, with

suitable soil, sufficiently distant from the ocean, at a proper elevation, and with plenty of water brought from the mountains to produce the finest qualities of oranges and lemons. It is situated in the County of San Bernardino, in the valley of the same name, 110 miles due north from San Diego, about 1000 feet above the ocean, and forty miles distant from it, being protected by mountain ranges from the trade winds. The surrounding mountains rise to a height of 2500 to 5000 feet, with three or four more distant snow-capped peaks, reaching up ten or twelve thousand feet above the plain below. At the time of our visit snow was falling on the mountains some miles distant, while in the valley or plain on which the city stands we were surrounded with large groves of orange and lemon trees, making altogether a scene of great beauty—the deep golden colour of the orange, the paler yellow of the lemon, their bright green foliage, the long avenues of pepper palm and eucalyptus trees, and the varied tints of the mountains and distant parts of the valley forming a picture difficult to describe, and which should be seen in order to be fully appreciated. The average rainfall at Riverside is only about seven inches annually, and to produce good crops the farmers and fruit-growers have to depend to a great extent on irrigation; but there is an abundant supply of water brought through a flume of many miles in length from the mountains. The Navel oranges, grown at Riverside, have during the past few years established a very high reputation in the American market. They are of large size and fine flavour, and being free from seeds, bring a very much higher price than more ordinary kinds. This variety is propagated by bud grafting, and the growers take the greatest care of their trees to keep them free from the black, white and

red scale, which have almost completely destroyed the trees at Los Angeles and some other places. Raisin grapes, figs, apricots, peaches, pears, olives and walnuts are successfully grown, but the principal crop is the orange. It is estimated that 1000 carloads of these fruits have been produced in this part during the last season, reaching a value of nearly one and a-half millions of dollars, and on ground that about twelve or fifteen years ago, before irrigation was thought of, was considered almost worthless, being during a great portion of the year a brown dried up desert.

Old San Bernardino, as it is called, is the principal town of this country, only a few miles from Riverside; but for some reason orange culture has not been as successful as at Riverside. A large citrus fair was held there, which we visited with pleasure. It was indeed a fine display; such immense piles of the finest oranges, lemons and limes, we had never seen before. The various exhibits from Riverside, Redlands, Highlands, Ontario, Mentone and other orange-growing districts in this country were very nicely arranged, some in pyramids and others hanging on branches which had been cut from the trees. The city of San Bernardino contains a population of about 10,000 people, and looking down upon it from a height of nearly 11,000 feet is Mount San Bernardino, which, although twenty-five miles distant, looks as if it could be reached in an hour or two of good walking.

We went to Redlands, nine miles distant, a town of 1,200 people which has grown up in less than two years, where oranges of the very best quality are grown; it promises to be in the near future quite equal to the older town of Riverside, and is beautifully situated among the mountains, having an abundant supply of water for irrigation purposes, which is a con-

sideration of the greatest importance in a dry country where the sun is nearly always shining from a clear sky. After a short visit here we went to Ontario, a colony which was started a few years ago by two gentlemen from Kingston, Canada. The town is only a few miles from San Bernardino, and is in the best fruit-growing district. It is about thirty-five miles from the Pacific Ocean, and at an elevation varying from 1,000 to 2,500 feet above the sea. There is a fine avenue 200 feet wide and about eight miles in length, running from the town to the high lands at the foot of the mountains, on which there is a fine double drive, with a street car line between, and fine rows of pepper, eucalyptus and palm trees on each side and in the middle. Orange, lemon, and other fruits are growing luxuriantly on each side of the avenues, and a drive or a ride in the street cars is quite enjoyable. From the high Mésa land at the top of this avenue one can get a very extensive view of nearly the whole San Bernardino Valley, and some thirteen towns or post offices can be seen dotted here and there in the distance, with mountain ranges forming a fine background in whichever direction the eye is turned. The people here think they have the finest climate and the most health-giving atmosphere in the world; but we find this a characteristic of the people in every town we have visited. The great talk everywhere is climate, scenery and fruit, and each place you see is the best. The visitor must draw his conclusions from his own judgment and experience. We next came to Pasadena, where we remained a little over two weeks and enjoyed our stay there very much. The city of Pasadena is situated at the head of San Gabriel Valley, about nine miles from Los Angeles, and at a considerably higher elevation than that city. It is only

about twelve years since the first building was erected, and now there is a population of over ten thousand people, the greater proportion of whom have come during the past three or four years. The population is largely American, and said to be considerably above the average in point of intelligence and refinement.

It is already widely known throughout the State, and in many parts of the East, for its beautiful situation and uniformly fine climate and pure atmosphere. Its business houses, private residences, churches and school buildings are superior in appearance. The city and surrounding country are protected from the North winds by the Sierra Madre range of mountains, the summits of which rise to a height of from three to four thousand feet, with three or four higher peaks reaching up ten or twelve thousand feet, their bold rugged sides rising very abruptly from the valley below. The tops of the higher mountains are nearly always covered with snow, while at their base the year is one long summer. On the first of March we found the weather very much like the end of June in Canada. The peach, cherry plum, apricot and

some other trees were covered with blossoms, and the air perfumed with the smell of orange blossoms, while at the same time ripe, and nearly ripe oranges were on the trees. For a nice, quiet, healthy home, with a very uniform climate, in the midst of fine scenery, with good churches and educational institutions, and good society, we think Pasadena, as it does now, will still continue to hold a high rank among the choicest residence cities of California. Los Angeles is the great business centre of this southern part of the State, and from its situation and present position we think is likely to maintain its prominence. Its growth in the past five years has been exceedingly rapid, as it has risen from a small place of ten or twelve thousand to one of seventy or eighty thousand, its population largely engaged in commercial pursuits.

I am afraid I have occupied too much of your valuable space in this number. In my next I will say a few words about this country generally, and specially about southern California as a health resort. To enable me to form a correct opinion on this point, I have left its consideration to the last.

NOTES FOR TEACHERS.

INDIAN EDUCATION.—Indian public instruction has now for the first time become nationalized—the result of the lengthened debate of a government educational commission. Admirable colleges have been for some time supported by government, in which thousands of natives have been trained on the European model. The commission has wisely determined to continue these, and also to encourage the existing system of elementary schools, encouraging all native schools if they serve any purpose of secular instruction whatever. Board schools

managed by the people themselves have been set on foot for the whole of India, and education made a popular duty, elementary education to be supported by local funds, assisted by provincial revenues, and higher education supported by local and voluntary effort; thus, under the provisions laid down by the educational commission a great and silent reform has been carried out and a national system of education established. The Indian people have rapidly availed themselves of the chance thus given them, and have shown that they are

as deft in adapting as in originating a system to respond to their needs. The whole education of India is being gradually incorporated into a harmonious and homogeneous whole, controlled by the highest experience and intelligence which the State can procure, but worked in detail in an increasing measure by local bodies, and founded on a truly popular basis. In 1880, the year before the commission sat, there were not two millions of pupils known to be under instruction in India. Two years after the commission had finished its labours there were nearly three and a-half millions.

“UNDERSTANDEST thou what thou redest?” was the question asked by the apostle of the Ethiopian whom he found reading the prophet Isaiah. “How can I,” was the reply, “except some man should guide me?” The triumphant majority on the Birmingham School Board have either come to the conclusion that the little children could do what the adult Ethiopian could not, or they are making an inconsistent concession to the popular demand for some sort of religious teaching. The mischief of such teaching is that it deludes parents and renders it doubly difficult to provide religious teaching in other ways. The ignorant are satisfied with the fact that their children read the Bible or hear it read, and do not understand that such an exercise must, to a very large extent, be barren of good results. The friends of genuine religious education have yet to learn that, before they can secure the co-operation of the parents in the matter of religious education, they must enlighten them. Educate the parent in his religious duties, and the parent will insist on education for his child; but if the parent is allowed to consider that the demands of religion are sufficiently satisfied by having a family

Bible, rarely opened, on the parlour-table it ought not to surprise us that he is satisfied with having the Bible left unexplained to his children at school.—*School Guardian*, (London).

THE SCHOOL OF THE FUTURE.—

The school of the future must do more than we have done hitherto in the direction of mental development—must furnish better training for the hand and for the senses; must do more for the cultivation of taste and the love of the beautiful; must kindle in children a stronger appetite for reading and personal cultivation; and at the same time bring them into a closer contact with the facts of life, and with the world of realities, as well as the world of books. And the public will look to you and to such as you to fulfil this ideal. There are many grave problems in education which remain unsolved, and which yet await speedy solution, and the answers will depend largely on the degree in which the experience and judgment of our ablest teachers are brought to bear upon them. We are yet only at the beginnings of a true science of education. Many of the deepest principles and laws of that science have yet to be discovered. It is in the laboratory of the school-room, and in a closer study of child-nature by teachers, that the most fruitful discoveries will be made.—*Mr. Fitch*.

NORMAL SCHOOLS IN JAPAN.—

The Japanese system of education is now being rapidly developed. Great importance is attached to the system of Normal Schools, in order to supply an abundance of competent and well-trained teachers for elementary schools. There is a High Normal School at Tokyo, the chief city, and ordinary Normal Schools in each city and department. The High Normal

educates teachers for the ordinary Normal, which in turn trains teachers for the elementary system. Candidates for these schools are selected with great care, and must be between the ages of seventeen and twenty. A very liberal allowance is made for personal and academic expenses, which is met from the public taxes, and in return the male teachers must serve for ten years after graduation and the female teacher for five. The

number of pupils under instruction in these schools at present is 6,375 male and 825 female. This wonderful country has also decided to adopt a popular constituted form of government, based upon those of Europe and America, consisting of two chambers, the higher partly, and the lower altogether, elective. Each voter must be twenty-five years of age, and must pay not less than twenty-five dollars annually in taxes.

PUBLIC OPINION.

THE following occurs in Earl Stanhope's interesting "Notes of Conversations with the Duke of Wellington." The great Duke held strong views on secular education, and doubted "whether the devil himself could devise a worse scheme of social destruction." Speaking of the Church of England he said: "It is the Church of England that has made England what she is—a nation of honest men."

A LEADING article in the *Catholic Educator* shows, in a delightfully naive way, what the educational policy of Catholicism really is. In Ireland free and compulsory education is heartily advocated. "Of course, where free education, as in England or Scotland, would tend to bring Catholic schools under non-Catholic control, the question assumes another aspect." Of course it does, but it is not often that we find so plain and unguarded an avowal that what is sauce for the goose is not sauce for the gander.—*Journal of Education* (London).

IN the Berlin University which it is hoped to establish for female teachers, the aim will be, not only to teach them, but to cultivate their powers of imparting instruction. Even in the University itself it is intended that, in

the long run, women should be the teachers, and certainly they will be at the head of the establishment. They wish to take, in many respects, Newnham and Girton as models, and, among other rules, the following are suggested: That no girl can enter the University before twenty, and then only after a pretty severe examination, that the course of training will take three years, and that those who wish to do so can reside in college, but not to the exclusion of *Externes*. So much influence has been brought to bear on this question, that it is expected that the point will be carried before long, and that within the next year or two an institution for the training of those women who have adopted the profession of teaching will be established at Berlin.

THE most important question at the present moment in Berlin, among those who are interested in the advancement of education among women, is the establishment of a University for them, more especially intended for the training of teachers for the highest classes in the superior public girls' schools. A very generally signed petition has been addressed to the Minister of Public Instruction

on the subject, the two principal points of which are : First, that female teachers may be employed for advanced and scientific teaching in the upper classes of the public schools for girls, and that German and religion may be taught in them by women ; Secondly, that for the preparation of these teachers the State may establish a University, or Institution, especially for them. The Empress is much interested in this question, and has sent the well-known Helena Langé over to England to study the system of the University education for women at Newnham. Among the many arguments urged by the supporters of this petition is the fact that, while the female teachers in the public schools teach the inferior classes for inferior pay, the upper classes, which they would be perfectly competent also to take if trained for the work, are taught by men who receive three times as much salary. They consider that a girl should be trained to be in moral as well as intellectual respects independent, and should be educated *for her own sake*—that is, not only to be an agreeable companion for man, but to be able to play her own part in the world, and this they believe is best taught by able women. They quote Goethe when he says that “the perfect woman is she who, having lost her husband, is both father and mother to her children,” and as all women do not marry, but still a large proportion of them have something to do with the education of children, therefore they need another kind of training than mere proficiency in brain-work. Men teachers do not understand the thoughts and dispositions of their girl pupils, and often develop the intellect at the expense of other qualities.—*The Schoolmaster.*

THE MINORITY OF THE MIND.—
Just as full manhood is not attained till the powers are matured, and are as capable of action as they gravitate

towards it, so is it with the mind. While it lies dormant, or in a state of passive reception, it is puerile and helpless. But the moment it is aroused to interest—to the desire to know, to comprehend, then it has attained its majority, and taken to itself the full exercise of its powers. Life and its problems, lessons and their meaning, come before the mind in a new garb because the mind has itself become new—has been born again. It has, in fact, become scientific. The old ideas and fancies flee before the growing feeling of conviction ; a patient searching out of truth takes the place of desultory guessing. The question of Pilot is asked again, for the mind desires to know “What is truth ?” Again, with the attainment of its majority, the mind reacts on its owner’s character. For it has been well said that “the birth of science has a close connection with the birth of character.” And thus we are introduced to an important crisis in the history of a human being—a crisis, be it remembered, which almost invariably occurs during the school life. And since it is the part of the true teacher to instil into his pupil the desire to know, it falls to his lot to bring about, as it were, the birth of that pupil’s character. It is not necessary for us to describe how delicate, how solemn a duty this is ; it is sufficient to draw the attention of our readers to this undoubted psychological fact, to appraise them of its importance, to warn them against neglect or carelessness, and to point out their responsibility. We cannot all be highly successful or possess an equal number of talents. Some have few, some many, but even he who has but one must beware of hiding it away of use to nobody. We must all be up and doing. Surely the power of helping even one mind out of its minority is a high privilege ; surely the duty of moulding character of the coming generation brings its own reward.”—*The Private Schoolmaster.*

CORRESPONDENCE.

HIGH SCHOOL INSPECTION.

Editor of THE MONTHLY :

SIR,—I wish to enter a protest against some features in the present mode of inspecting High Schools and reporting upon their work. In the first place, I object most decidedly to the grading of each teacher's work. There is a very old "saw" to the effect that "comparisons are odious." In inspection they are particularly so. If any good purpose were served by the obnoxious practice I would say nothing about it, but no good purpose is served by it. This grading of teachers is apt to generate unkindly feelings among the members of a staff, and in the hurried way in which inspection is often done the grading is frequently unfair. How would the present inspectors like to see themselves compared and graded with their predecessors? How does a ranking, something like this, commend itself to their judgment :

The late Prof. Young I.
 The late S. A. Marling I.
 The late Principal Buchan . . . I.
 Ex-Inspector J. A. McLellan . . II.
 Inspector Hodgson II.
 Inspector Seath IV.

Parenthetically, and in the eloquent English of the Departmental reports, I may explain that in the above estimate, "the grading ranges from I., the highest, to IV., the lowest." Seriously speaking, the junior inspector's grading system is unnecessary and

impertinent. By it he undertakes to value and gauge the teaching of men, every whit as competent to teach as he is. By it he arrogates to himself a position of superiority, to which he is not entitled, and which only makes him ridiculous in the eyes of his old associates.

But, it may be asked, what should an inspector do in case he finds an incompetent teacher in any school? Well, he should report him to the Principal and trustees, of course. The predecessors of the present inspectors used to do this, and I think it can be safely and modestly said that they did their work as well, and stimulated progress in the schools as successfully as do the present incumbents.

I hold that the chief duty of an inspector of High Schools is to see that the law and regulations of the Education Department are fairly carried into effect. In addition to this, if he is a man of fine feeling and good judgment, an inspector's visits may be helpful to young teachers and to inexperienced trustees; but if he does not possess those finer qualifications, his visits may be more like those fabled ones of the bull to the china shop; and Minister Ross may find it to be in the interests of education to assign such a bungling official to the superintendence of a less delicate mechanism than that of our High School system.

Yours truly,
 HEAD MASTER.

EDITORIAL NOTES.

TEACHERS will be delighted by reading the "C. P. R. Tour Book for 1889." A good book for teaching Canadian geography. Send for a copy, mentioning this magazine in your order.

"APPLIED PSYCHOLOGY." — With much pleasure we direct attention to the new book on Psychology by Jas. A. McLellan, M.A., LL.D., Director of Normal Schools, etc., etc. Dr. McLellan has had rare opportunities

in the performance of his public duties of noting the working of the principles of psychology in education. The teachers of Ontario will be gratified to have in a convenient form, as we have in this book, the results of the mature thought and experience of a valued worker in this high field of mental effort. We bespeak the volume a cordial reception.

A SUGGESTION.— In connection with the consideration and discussion at present going on about the Matriculation Examination, we make the following suggestion: Let there be a meeting of representatives of all the colleges and universities concerned in such examination and of the head masters of the secondary schools of Canada. It is time that the educators of all Canada should meet and discuss the common interests of higher education. There are Teachers' Associations in the Maritime Provinces, Quebec, Ontario and Manitoba, and it should not be very difficult to arrange for such a gathering as this in the city of Toronto during the coming summer. At this meeting all the points involved in the present discussion, and others also, could be carefully looked at by those immediately interested, and we should be able to arrive at valuable conclusions, while face to face, about how best to carry on the great work committed to our charge. This meeting ought to be held in July or August. There would be no difficulty in getting a building for such a purpose in Toronto. Who is to take the initiative? Let us hear from the educators of the country in regard to the matter?

FOR a couple of years many masters have spoken to us about the inspection of the High Schools and Collegiate Institutes. Several paragraphs have appeared from time to time in

this magazine, indicating that the teachers and masters are not in accord with the mode now more or less practised in the inspection of these important institutions. In this issue we insert *verbatim et literatim* a letter from a head master, as a sample of what is felt and said on this matter, and which, we may add, puts the case none too strongly from the master's point of view. In regard to the writer, for the information of our readers, we may say this much, that he is in charge of one of our most important schools, and in teaching and school management is not a novice. A circle, this city its centre, would require a radius of at least one hundred miles to include the school of the writer. We are much mistaken if the Hon. the Minister of Education is not aware, to some extent, of the prevailing opinion amongst masters in our intermediate schools on this irritating part of our school machinery.

THE most important debate this session in the Ontario Legislature was that on the French schools in Ontario; these schools are almost exclusively confined to the eastern part of the province. The member for East Durham, Mr. Craig, quoted largely from departmental reports, showing to what extent these schools had increased, and how greatly the French language was used in the public schools, claiming that the returns established the fact that the French language was the current tongue and English the foreign. The Minister of Education denied these statements and asserted that the number of schools in which French had been so used was diminished by his mode of dealing with them, and stated that the French had only the same status in French schools in eastern Ontario that the German language had in Waterloo. This statement was questioned on the floor of the House, and

a newspaper published in Berlin refers to it in the following words :

“ Mr. Ross, Minister of Education, in his speech in reference to French schools in the east end of the Province, tried to convey the idea that we have German schools in Waterloo County. We have a number of times stated that there are no German public schools in this county. In our most German neighbourhoods we have shown, on the authority of the County Inspector, nearly every teacher is English, not able to speak, much less teach, the German language.”

The leader of the Opposition, Mr. Meredith, in a powerful speech expressed his regret at the establishment of Separate Schools, announced his firm resolve, though such a course might result in his exclusion from the Ontario Legislature, to accord to all nationalities the rights and privileges guaranteed by treaties and the public faith, while, at the same time, he would use his best endeavour to have only one tongue in Canada, mainly on account of the unifying effect such a course would have on the people of the Dominion.

The question is confessedly a difficult one, and in this case complicated by the religious aspect of it. But it is the depth of ignorance and the height of folly to hint even by the remotest suggestion of any need of the arbitrament of force—that was for all time decided one hundred and thirty years ago. This is a British country, and the language of the Mother Country is the language of her eldest daughter.

REPORT OF THE MINISTER OF
EDUCATION FOR THE YEAR 1888,
WITH THE STATISTICS OF 1887.

THE report before us is somewhat less bulky than many of its predecessors, and when we open it to find the reason, we observe that it contains no report from the High

School Inspectors, nor any from the Model School Inspector, and none from the Inspector of Normal Schools. The High School Inspectors may console themselves with the fact that while they are taking a rest they are giving one to the teachers whose schools they inspect. The Minister of Education can congratulate himself that the year 1887 showed steady progress in educational matters. Especially was this the case in the work done in connection with Mechanics' Institutes. We hope he will continue to give every encouragement to the establishment and proper management of evening classes in connection with these Institutes, for by means of these the difficult and dangerous period of a boy's life—from the time that he leaves school until he becomes a man—may be utilized to the best advantage of himself and the community. There is the usual supply of reports from the local inspectors, and most of these present an encouraging view. Those, however, on the education of Indian children are dreary reading, because they show that the education of these children is in most cases entrusted to incompetent hands, and that it does not go beyond the merest rudiments. What advantage can an education be that goes no further than the Second Book? If the reading of these reports be dreary, how much more dreary must the work of the inspectors be?

In 1887 the school population was 611,212, of which 493,212 were registered as pupils in the public and separate schools. There is a slight decrease in the number between the ages of seven and thirteen years who did not attend 100 days as required by law. In 1886 it was 93,375; in 1887 it was 89,628. There is a similar decrease in the number returned as not attending any school, from 5,578 to 5,275. The average attendance rose one per cent., being 50 per

cent. of the registered attendance. This is gratifying, though our average comes very far short of that of most European countries. An analysis of the statistics before us shows that 56 per cent. in rural districts, 37 per cent. in towns, and 37 per cent. in cities attended not more than 100 days in the whole year of 208 days. In the counties the average attendance was 46; in towns, 60; and in cities, 62 per cent. Oxford takes the lead among the counties with 56; Listowel among the towns with 72; and Hamilton leads the cities with 67 per cent. It is only fair to remind our readers that these figures slightly underestimate the average attendance, because the Education Department uses as a divisor the legal and not the actual number of teaching days. If, for example, a school has been kept open only 200 days, the Department does not use that number as a divisor, but the legal number 208. Of the pupils in registered attendance 39 per cent. were in the First Book; 20 in the Second; 22 in the Third; 17 in the Fourth; and 2.08 in the Fifth, or High School Reader. These figures show that more than one half the pupils were in the First and Second Books, and that less than 20 per cent. were in the Fourth and Fifth. It is pleasing, however, to notice that in spite of the short-sighted policy of Mr. Ross to make Fourth Book work the limit of the public school course, the number in the Fifth Book increased from 8,031 in 1886, to 10,238 in 1887. This was an increase of over 25 per cent. The number of teachers was 7,594, this was 230 more than the number for 1886. Of these, 2,718 were males, and 4,876 were females. In regard to their qualifications, 3,865 had only Third Class Certificates; 2,553 had Second; and 252 had First; the remainder had old County Board, Temporary, or other certificates. We are glad that the Minister of Education is able to show

a decrease in the number of temporary and extended Third Class Certificates issued in 1888. The average salary for male teachers throughout the province in 1887 was \$425, for female teachers, \$292—an increase of \$1 in the former, and \$2 in the latter, over those paid in the previous year. Of the 5,549 school-houses in 1887, 2,047 were brick, 525 stone, 2,386 frame, and 591 log. The brick school houses are gradually increasing, and those built of logs gradually decreasing. The total income was \$4,331,357.42. Of this the Legislature contributed 6.21 per cent., the municipalities, 71.21 per cent., and the Clergy Reserves, etc., 22.58 per cent. Of the expenditure, which was \$589,252.86 less than the income, 65.71 went for teachers' salaries, the rest for sites and buildings and maintenance.

ROMAN CATHOLIC SEPARATE SCHOOLS.

The number of pupils in these schools was 30,373; the average attendance was 16,866; the percentage of average attendance was 55; the number of school-houses, 229; total receipts, \$229,848.41; total expenditure, \$211,223.19. The most noteworthy fact about these schools is their rapid increase, as compared with that of the public schools during the eleven years between 1877 and 1887, which the following figures will show: Increase of Public Schools in pupils, $\frac{1}{2}$ per cent.; in school-houses, 6 per cent.; in teachers, 17 per cent. Increase of Separate Schools in pupils, 22 per cent.; in school-houses, 31 per cent.; in teachers, 47 per cent.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

There was an increase of 3 High Schools during the year, bringing the number up to 112. Of these, 23 were Collegiate Institutes, and 89 High Schools. To take charge of these there were 398 teachers—an in-

crease of 20. The total income was \$529,323; total expenditure, \$495,612, of which 66 per cent. went for teachers' salaries. The registered attendance was 17,459, the average, 10,227, and the percentage of average attendance was 59. The cost per pupil in average attendance was \$48.46. 54 schools were free, and the remainder charged a fee. The schools that charge a fee are gradually increasing in number. In 1877 there were only 31 schools of this class, while in 1887 there were 58, and this was an increase of 7 upon those of the previous year. The number of girls in attendance was only 127 less than the number of boys. While the percentage of average attendance for the whole province was 59, in Wardsville it was as low as 40, and in Stirling it reached 84. The Minister of Education has introduced a new and useful feature into his report of these schools, and that is a list of the names of the teachers employed in each school at the end of the year. The following comparative statement in reference to the schools we have been dealing with may be of interest:

Percentage of average attendance, Public Schools, 50; Separate Schools, 55; High Schools, 59. Cost per pupil in average attendance, Public Schools, \$15.26; Separate Schools, \$12.52; High Schools, \$48.46. Number of pupils registered to each teacher, Public Schools, 65; Separate Schools, 62; High Schools, 44. Number of pupils in average attendance to each teacher, Public Schools, 31; Separate Schools, 34; High Schools, 26.

IN MEMORIAM.

THE late Prof. Young (the son of a Presbyterian minister), who at the time of his death had entered on his seventy-first year, was born in Berwick-on-Tweed. He thereafter

pursued his studies at the University of Edinburgh, where he studied philosophy under the inspiring influence of "Christopher North," of *Blackwood's Magazine* fame. In his theological career he had the singular good fortune of being under the guidance of the able and learned Dr. Chalmers.

The Rev. George Paxton Young came to Canada in 1848. He served his church and country as minister for a few years in Hamilton, as professor in Knox College, and since 1871 in University College as the able, accomplished and beloved Professor of Metaphysics and Ethics. For about five years he held the position of Inspector of Grammar Schools, beginning in 1863. During these four or five years he did good service in calling special attention to the singular fact that nearly all the girls attending the Grammar Schools were returned as learning Latin, that is, were learning the declensions and conjugations in some Latin grammar or exercise book, and never getting any further; at the same time he pointed out very plainly and vigorously the "degradation" that the common schools were subjected to by being confined to the low standard of having only Fourth Book classes; his opinion was that it was far more important to the country to have well-equipped and efficient common or public schools than even well-equipped and efficient secondary schools. Many masters and teachers in our High Schools and Collegiate Institutes have kind and sunny memories of him in his annual visitations during the five years in which he had the privilege of coming into contact with the men who, to a very great extent, turn the steps of our youthful aspirants for academic fame to college and university work. His hearty and genial recognition of the one who, in each school, must not only be the burden

bearer, but also its spirit of energy and power; his simple way of asking questions, his readiness to vary the form of the question when the scholar failed to answer; his kindling enthusiasm when the class moved promptly in response to the educator's skilful effort to elicit the information which had been stored away in the memories of the pupils by the anxious, conscientious teacher.

His frank way of confessing to all who had power to recognize it, this important fact in dealing with the high work of teaching, viz.: that a most accomplished and skilful teacher may be moving in a plane so different from that of his scholars that he (teacher) is unable to meet his pupil. When our friend, the professor, found after stating a question once or twice that the class failed to give him some answer, he would turn to them and appeal to the teacher to state the

question in his own words and way, for he was sure they could answer "if he only stated it so that they would understand him." His habit in visiting any school of striving to see the good done and going on therein, his desire at least to be candid and fair, his evident pleasure at finding and acknowledging the attainments of masters and scholars—these characteristics and some others, for the mention of which we have not space, will cause the memory of the departed teacher to be cherished by the fortunate ones who knew him as a scholar and gentleman.

The high intellectual endowments, the rare ability which was given to him to deal with abstruse questions in science and philosophy having been so fully set forth by others he was considered best not to refer to them in this brief notice of our departed friend.

SCHOOL WORK

MODERN LANGUAGES.

Editors { H. I. STRANG, B.A., Goderich.
W. H. FRASER, B.A., Toronto.

EXERCISES IN ENGLISH.

My trumpet from the border side
Shall send a blast so clear,
That all who wait within the gate
That stirring sound may hear.
Or if it be the will of Heaven
That back I never come,
And if, instead of Scottish shouts,
Ye hear the English drum,
Then let the warning bells ring out,
Then gird you to the fray,
Then man the walls like burghers stout,
And fight while fight you may.

(a) Classify and give the relation of the clauses in ll. 3-6.

(b) Analyse fully ll. 1-2.

(c) Parse *border, all, will, back, ring, man, like*.

(d) Write down all the inflections of *who, hear, clear, burghers*.

(e) Form all the derivatives you can from *clear, will, hear, like*.

(f) Form all the compounds you can from *bell, gate, clear*.

(g) Write sentences in which the following words have a different grammatical value in the passage: *border, sound, back, out*.

(h) Account for the use of *be* instead of *is* in l. 5.

(i) By whom and to whom were the words spoken?

(j) Give words of equivalent meaning for *gird, fray, burghers*.

(k) Why is *shall* used instead of *will* in l. 2?

(l) Is *you* in l. 10 the subject or object of *gird*?

(m) Substitute equivalent phrases for *then* in l. 9, and *while* in l. 12.

CLASSICS.

G. H. ROBINSON, M.A., TORONTO, EDITOR.

BRADLEY'S ARNOLD.

EXERCISE 18.

BY A. M.

EXERCISE 17.

1. Nunquam eum aspexi quin ut vexatæ afflictæque patriæ subveniret obsecrarem; sed vere ne preces meas nunquam sit auditorus. 2. Facere non possum quin eos reprehendam qui infensissimus hostibus vitas, immunitates, jura, ac fortunas permittere volebat. 3. Nemo est quin te peccasse credat, et vereor ne nullo modo fieri possit ut omnes homines in errore mecum consenserint. 4. Per me stetit dictit, cives mei quominus optimi cujusque causæ se adjungerent. 5. Milites retineri non poterant quin in mediam multitudinem tela conjicerent. 6. Nihil se prætermisurum pollicetur quin filio tuo persuadeat ne ex urbe rus avolet. 7. Minimum abfuit quin omnes interficeremur hostium alii telis confossi alii vel fame vel morbo absumpti. 8. Negat quidquam sibi unquam obstitisse quominus civium libertatem atque jura defenderet. 9. Quæ tandem res tibi obstitit quominus et fidem præstares et mihi id quod te facturum esse sponderas eum exercitu subvenires? 10. Non jam igitur recusabo quominus rex fieri cupias; sed id quod optas ut consequi possis vereor. 11. Quid causæ est quin ad eos locos senex redire velit quos puer reliquit invitus. 12. Adeo Cæsaris victoriam pertimuit ut vix retineri possit quin mortem sibi consciseret. 13. Facere se non posse respondit quin terra marique bellum gereret. 14. Mihi inquit nuntiatum est ducum telo percussum esse qui vereor ne mortiferum vulnus acciperit. 15. Nec vereri se, respondit, ut ad Italiam pervenire tuti possemus illud esse periculum ne nunquam inde redituri essemus.

EXERCISE 16 B.

1. Tum eos qui adstabant oravit atque obsecravit ne eis parerent qui et socios suos et se ipsos ne levissimum caperent ipsi dam-

num vellent preedem. 2. Effecit tandem ut Hispanis persuaderet nullo modo fieri posse ut ex urbe undique ab hostibus obsessa incolumes excederent. 3. Negat se unquam abs te petisse ut nocentibus ignosceres aut innocentes condemnares. 4. Non committam inquit ut regem quam meum post tam gravem casum ultimus salutem. 5. Judicibus tandem persuasum est extra culpam esse fratrem meum; sed nullo modo iis persuaderi potuit ut sententiis eum suis absolverent; adeo multitudinem pertimescebant. 6. Absenti mihi nuntiatum est captam esse urbem; restat ut iisdem eam artibus quibus amisi recipiam. 7. Regem illum tantum abest ut laudem et admirer ut mihi non suis modo civibus sed toti hominum generi nocuisse videatur (or Regem illum adeo non laudo . . . etc.) 8. Tantum abest ut omnia dixerim, ut totum diem possim dicendo consumere; sed nolo esse longus. 9. Nunquam antea mihi accidit ut amici absentis obliviscerer; quæ res magno mihi hodie est solatio.

CLASS-ROOM.

UNIVERSITY OF LONDON.

MATRICULATION EXAMINATIONS, JANUARY, 1889.

ARITHMETIC AND ALGEBRA.

Examiners—Prof. M. J. M. Hill, M.A.; J. Larmor, Esq., D.Sc., M.A.

1. Subtract 78.5964 from 342.315, pointing out briefly the reason for each step in the process.

2. If x stand for .278, write down the values of $x \times 10$, $x \times 1$, $x \times .1$, $x \times .01$, $x \times .001$.

Show from the results that the value of $\frac{.0156}{.278}$ is greater than .01, but less than .1.

Write down also the values of $x \times .02$, $x \times .03$, $x \times .04$, $x \times .05$, $x \times .06$, $x \times .07$, $x \times .08$, $x \times .09$.

Show from the results that the value of $\frac{.0156}{.278}$ is greater than .05, but less than .06.

Calculate the value of $\frac{0156}{278}$

to five places of decimals, and explain how you determine the position of the decimal point in the result.

3. Calculate to five places of decimals the value of

$$\frac{1}{\sqrt{7} + \frac{1}{\sqrt{7} + \frac{1}{\sqrt{7} + \frac{1}{\sqrt{7} + \frac{1}{\sqrt{7}}}}}}$$

4. Three watches are set together. The first gains 5 minutes a week, the second gains 8 minutes a week, whilst the third loses 4 minutes a week. When will they all indicate the same time?

5. Simplify—

(i.) $(x^6 - 2x^3y^3 + y^6) \div (x^2 + xy + y^2)$

(ii.) $(x^4 + 1) \div (x^2 - x\sqrt{2} + 1)$.

6. Find the expression of lowest degree in x of which the three expressions $24x^3 - 14x^2 - 11x + 6$, $30x^3 + 29x^2 - 6x - 8$, and $60x^3 + 43x^2 - 34x - 24$ are factors; and express it in factors each of which is of the first degree in x .

7. A certain number of men, all working together, could do a piece of work in x days. It is however completed in y days, one of the men working only half the time, and another working only one-third of the time, but the rest of the men working the whole time. How many men were there? (The answer is to be expressed in terms of x and y .)

8. (i.) Solve, without using any formula, the quadratic equation $6x^2 - 7x + 2 = 0$.

(ii.) Find the two values of x which will make the expression $8x^2 + 22x - 21$ vanish.

9. The first term of an arithmetical progression is 169, and the common difference is -13 ; find the number of terms whose sum is 988.

10. A man finds that he has in his purse half-crowns, shillings and sixpences. He calculates that the number of the half-crowns and the number of the sixpences added together will exceed the number of the shillings by two; but that the value of the half-crowns and sixpences together is a shilling

less than twice the value of the shillings; whilst the number of shillings in the value of the sixpences and shillings together is one less than double the number of half-crowns. How many coins of each kind has he?

GEOMETRY.

1. Prove that, if two triangles have the sides of the one respectively equal to the sides of the other, they are equal in all respects.

2. Two triangles on the same base are such that one lies wholly inside the other; prove that the inner one has the smaller perimeter.

Extend this proposition to two polygons on the same base, of which the inner one has no re-entrant angle.

3. Prove that the sum of the angles of any triangle is equal to two right angles.

4. Show that the middle points of the sides of any quadrilateral are the vertices of a parallelogram.

Prove that the area of this parallelogram is half the area of the quadrilateral.

5. Prove by a geometrical construction that, if a straight line is divided into two segments, the square described on the whole line is equal to the squares described on the segments together with twice the rectangle contained by the segments.

6. Show that, if two circles touch each other, the line joining their centres passes through the point of contact.

7. A segment of a circle is described on a straight line AB , at any point P on it the tangent PT is drawn meeting AB produced in T ; prove that the angle which PT makes with AB is equal to the difference of the angles PAB and PBA .

8. Chords of a circle are drawn through a given point inside it; prove that the rectangles contained by their segments are all equal.

Investigate also for what other points these rectangles have the same area as for the given point.

9. A number of triangles with equal vertical angles are inscribed in the same circle; show that their bases are all tangents to a circle.

10. Show how to inscribe a regular polygon of fifteen sides in a given circle.

ENGLISH LANGUAGE.

Examiners—Prof. Edward Arber, F.S.A.,
Henry Craik, Esq., C.B., M.A., LL.D.

[Not more than ten questions are to be attempted.]

1. Give a complete list of English possessive pronouns, stating in regard to each its origin and the period when it first came to be used.

2. Distinguish between *strong* and *weak* verbs, and show the peculiarities of tense formation in regard to each class.

3. Define a *phrase*, a *clause*, and a *sentence*, and illustrate your definitions by instances.

4. Show the different forms employed for marking comparison in adjectives, and explain the origin and exact import of the most usual forms.

5. What principle would you adopt in classifying nouns in English? Explain fully the basis of the classification which you adopt.

6. What traces of reduplication can you adduce in the tense formations of English verbs?

7. Show the different usages of the following words, and account for these by derivation: *alight*, *burden*, *broil*, *wind*, *blow*, *race*.

8. Give the original and the derivative meaning of the following words: *cynical*, *puny*, *trivial*, *agony*, *pagan*, *villain*, *heathen*, *economy*, *tally*.

9. Give, as concisely as you can, equivalents of Saxon origin for the following words: *frustrate*, *eliminate*, *elucidate*, *desiderate*, *prevaricate*, *identical*, *eradicate*, *corroborate*, *reciprocal*, *internecine*.

10. Give rules for punctuation, and frame a sentence showing by subordinate clauses, the use of the comma, semi-colon, and colon.

11. Give the origin of the following words, and show how they have come to bear their present meaning: *prose*, *poetry*, *epic*, *lyric*, *dramatic*.

12. Explain exactly the following, commenting upon anything which is archaic in

usage: "Truly and indifferently to minister justice;" "Let him pursue his course without let or hindrance;" "Prevent us in all our doings;" "In good sooth;" "Vouchsafe us thy help."

13. Show, by six instances of each kind, how some words have come to us directly from Latin, and some through the medium of the Romance languages.

14. Paraphrase the following:

Beauty—a living presence of the earth,
Surpassing the most fair ideal forms
Which craft of delicate spirits hath composed
From earth's materials—waits upon my steps:
Pitches her tent before me as I move,
An hourly neighbour.

15. From what sources do we principally obtain our naval, agricultural, and political terms? Illustrate your answer by instances.

ENGLISH HISTORY AND THE GEOGRAPHY
RELATING THERETO.

[Not more than ten questions are to be attempted.]

1. Write a short life of two of the following: The Venerable Bæde, King Alfred, Edmund Ironside, St. Dunstan, and Earl Godwine.

2. Give an account of the occasion, purpose, and nature of the Doomsday Book.

3. Describe the character of William Rufus, with the principal events of his reign.

4. Describe the various incidental charges to which tenure of land by Knight service in England was liable, as well as the nature of tenure by Grand Serjeanty and Socage.

5. Draw a map of the possessions of Henry II., and state how he acquired them; and also how and when the English afterwards lost any of them.

6. Trace the history of the Jews in England until their expulsion by Edward I.

7. Describe, giving a plan of it, one of the following battles: Senlac, Cressy, Poitiers, and Agincourt.

8. Define and describe *Danegeld*, the *Saladin Tithe*, *Scutage*, *Benevolences*, and *Subsidies*.

9. Write a short life of two of the following: Archbishop Lanfranc, Humphrey, Duke of Gloucester; Joan of Arc, Cardinal Wolsey, Sir Francis Drake, John Hampden, and Sir William Temple.

10. Who were the pretenders to the throne of England in the reign of Henry VII., and how did they prosper?

11. Whom do you consider to be the greatest Englishmen in the reign of Elizabeth, (1) in politics; (2) in war?

12. What English colonies were established in North America in the reign of James I., and by whom were they founded?

13. Show on a map the places in England and Scotland where battles were fought between 1642 and 1652 A.D., and state who had the victory in each case.

14. State briefly what were the occasion and purpose of the following: The Savoy Conference, the Five Mile Act, the Habeas Corpus Act, the Popish Plot, and the Bill of Rights.

15. Give a short account of the Trial of the Seven Bishops, and of its political consequences.

16. Describe two of the more remarkable sieges in English history down to 1700 A.D.

17. What were the chief manufactures, and agricultural and mining products of England to the same date?

LATIN GRAMMAR AND COMPOSITION.

Examiners—Prof. R. Y. Tyrrell, D.Litt., LL.D., M.A.; Prof. A. S. Wilkins, Litt.D., LL.D., M.A.

1. Give the gender and the genitive, singular and plural, of *obses*, *merces*, *abies*, *lis*, *semis*, *pulvis*, *anas*, *vas*.

2. Give the nominative plural of the following words, and the meaning of the singular and the plural: *opera*, *carcer*, *balneum*, *castrum*, *locus*, *carbasus*.

3. Compare *senex*, *nequam*, *frugi*, *malevolus*, *dives*, *nobilis*, *pigre*, *facile*.

4. Translate into Latin:

(a) He had 2,640 horsemen and 15,380 infantry.

(b) This happened on the 18th of May, 379 years after the foundation of the city.

(c) He borrowed two million and a half sesterces at five per cent.

5. Write down the third person plural of all tenses of *adeo*, *volo*, *fo*, *edo*, *aufero*, with the infinitives and participles.

6. Mark where the accent falls in pronouncing *lubido*, *diffidens*, *consulo*, *coepere*, *feri*, *incedet*, *arbores*, *auctore*, *abiuro*, *colloc*. Distinguish *p̄aret*, and *p̄aret*, *liber* and *liber*, *pl̄acet* and *pl̄acet*, *s̄edet* and *s̄edet*, *c̄edo* and *c̄edo*.

7. Say precisely why the subjunctive mood is used by Sallust in the following passages, and give another example of each construction:

(a) *Tamen postulare plerique uti proponeret quae condicio belli foret.*

(b) *Sui expurgandi causa, sicuti iurgio laccessitus foret, in senatum venit.*

(c) *Confecto proelio tum vero cerneret quanta audacia fuisset in exercitu.*

(d) *Docet se cupere proficisci si prius Ciceronem oppressisset.*

(e) *Fac meminervis te virum esse.*

8. Parse each word in the following:

(a) *Tantum modo incepto opus est; cetera res expedit.*

(b) *At nobis est foris aes alienum.*

(c) *Postquam eo ventum est, concurrent.*

9. Show by examples the use of *quisquam*, *c̄enum*, *quominus*, *potissimum*, *seu*, *neu*, *ceu*, *utique*.

10. Translate any eight, but not more than eight, of the following:

(a) Catilina said that they did not need discussion, but prompt action.

(b) He sent forward the cavalry early in the morning to seize the hill as quickly as possible.

(c) It was of great importance to Pompeius that corn should be sold at a cheap rate.

(d) He seems to have been born at Tusculum, but I know that he lived many years at Syracuse.

(e) You may give the book to any one of the boys; but see that he takes it home at once.

(f) All the world said that he ought to have resigned office sooner.

(g) If you could not learn where he lived, you should have brought back my letter at once.

(h) A statesman should make it his one aim to benefit his country.

(i) He is so ignorant that he does not know what twice two is.

(k) If I had met your uncle in town, I believe he would have given me the money.

(l) Whether he intended it or not, he has certainly done much harm to the Conservative party.

(m) Certainly you will have occasion to regret your clemency, if you spare these villains.

NORTH YORK UNIFORM PROMOTION EXAMINATIONS.

DECEMBER 14th, 1888.

LITERATURE AND DICTATION—TO IV. CLASS

1. Tell the story of Damon and Pythias, or Zlobane. [10]

2. Complete the poem :

O'er his features as he lies,
Calms the wrench of pain. [10]

3. "No, sir, 'tis a right whale," answered Tom; "I saw his spout. He threw up a pair of as pretty rainbows as one could wish to see. He's a real oil-butt, that fellow!" Barnstable laughed, and exclaimed in joyous tones, "Give strong way, my hearties! There seems nothing better to be done; let us have a stroke of a harpoon at that impudent rascal." The men shouted spontaneously, and the old coxswain suffered his solemn visage to relax into a small laugh, while the whale boat sprang forward like a courser for the goal. [20]

(a) Give the meaning of the italicized phrases.

(b) Write each of the last two sentences three times, arranging the same words in a different order but giving the same meaning.

4. I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret,
By many a field and fallow,
And many a fairy foreland set
With willow weed and mallow. [22]

(a) Give the meaning of the italicized phrases.

(b) Make a list of the imitative words.

(c) Describe the bed of the brook as suggested by these two verses.

5. Of the five senses, flowers address themselves most feelingly to two. In delighting the sense of smell they stand pre-eminent—almost alone. Does true fragrance ever come from anything but a plant, and are not flowers especially the generous dispensers of grateful odours? [26]

(a) Give the meaning of the italicized phrases.

(b) Write each of these phrases in a sentence of your own.

(c) Answer the two questions asked in the passage.

6. Dictation: page 236, from "Again . . . to essential structure" [12]

ARITHMETIC—TO JUN. III.

1. Define the following terms: Like numbers, an abstract number, a concrete number, digits, addition, minuend and dividend. [14]

2. Find the sum, the difference, the product and the quotient of 160 and 15; and express the sum of the four answers in Roman Numerals. [12]

3. If 7 dozen eggs cost 168 cents, what was the price of 3 eggs? [12]

4. How many days would a man take to walk 216 miles at the rate of 3 miles an hour for 6 hours a day? [12]

5. A man receives a salary of \$712 a year. Out of this he saves \$140 each year. How much does he spend per week? [12]

6. A spider has 8 legs, and a fly has 6. How many more legs will 19 spiders have than 21 flies? [12]

7. If out of a salary of \$450 a year a man pays \$90 for board, \$79 for clothing, \$36 for books and \$29 for other expenses, how much can he save in eleven years? [12]

8. If an ear of corn contains 8 rows, and each row contains 40 grains, and a pig is given 20 ears each night and morning and 12 ears at noon, how many grains will be consumed in the month of November by one pig? [14]

GRAMMAR AND COMPOSITION—TO JUN. III.

1. What is a sentence? Make two sentences about each of the following: A rabbit, apples, flower garden. [14]

2. Yesterday a us barked large savagely dog fierce at black. Tell why the foregoing group of words is not a sentence. Arrange the words so that the group will become a sentence. [8]

3. Why must every sentence have two parts? What are these parts called? In the following sentences point out these parts:

(a) My new cricket-ball was lost yesterday in the tall grass.

(b) Up the high butternut tree ran the pretty red squirrel. [10]

4. Point out the nouns in the following: Over the high fence went Jim, without touching a rail, and dashed at full gallop through the standing grain; while Rover, not to be outdone by his big companion, followed in swift pursuit, struggling through the wheat, and giving forth loud yelps at every bound. [11]

5. According to the model given in your grammar, parse the italicized words in the following: *William ran* to the lake and *caught a fish*, and then *hurried* back to supper. [12]

6. Re-write the following, making any changes you think necessary: mr j e hill Said that You were there and that you done it he said he knowed you done it For he seen you and him and mr foster chased you away. [20]

7. Write a composition of not less than seven sentences about any one of the following subjects: Gathering butternuts; A birthday party; Football; Canary birds. [25]

GRAMMAR AND COMPOSITION—TO SEN. III.

1. In the following sentences point out:

(a) The complete subject and complete predicate.

(b) The bare subject and bare predicate.

(c) Each modifier of the bare subject.

(d) Each modifier of the bare predicate: "In ancient times human life was not

valued so highly" "High rugged mountains, stretching northward into the dim distance, seemed to form an impassable barrier to our advance." [15]

2. Why are pronouns so named? Give in a sentence one example each of three different pronouns. [8]

3. Define adjective. Fill in the blanks of the following sentence with suitable adjectives:

(a) horses can draw loads.

(b) pupils do not like lessons.

(c) brother has mended sled. [10]

4. In the following sentences separate the subjects from the predicates by short lines; draw three strokes under each copula, two under each predicate adjective, and one under each predicate noun:

(a) Henry is tired, but he is not a complaining boy.

(b) That lady was our teacher last year.

(c) She is an excellent teacher.

(d) Your composition is not so good as mine. [14]

5. Underline the prepositions and conjunctions in the following sentence, and tell what each connects: To me it was all a mystery, but he seemed to understand it in a general way, and tried his best to explain it to me. [15]

6. Show that the word farm may be used (1) As a noun, (2) as a verb, (3) as an adjective. [6]

7. Point out the preposition phrases in the following, and give their values:

(a) Put that book on the table.

(b) A boy of lively disposition does not like to sit still in school.

(c) A house on this street would not be suitable for your family. [15]

8. Write a composition of not less than seven sentences on one of the following subjects: (1) Fishing, (2) holidays, (3) house-plants in winter. [17]

LITERATURE AND DICTATION—TO SEN. III.

1. Give the substance of either of these lessons, "The Camel," or "The Beaver." [10]

2. Write out Psalm xxiii. [10]

3. *This fiery monster* has probably caused more destruction than any other volcano known. In *the year 79 A.D.* it suddenly burst forth in a violent eruption, that resulted in one of the most *appalling disasters* that ever happened. Such immense quantities of ashes, stones and lava were poured forth *from its crater*, that within twenty-four hours two large cities were completely destroyed.

(a) Give the meanings of the italicized phrases.

(b) Give the names of the cities that were destroyed.

(c) Tell the rest of the story. [22]

4. "And the skipper had taken his little daughter to bear him company."

(a) Write a verse descriptive of the skipper before the storm; also of "his little daughter" before and after the storm.

(b) Write ten lines describing the storm. [17]

5. Compare these two lessons :

(a) "Lucy Gray," and "Sands O' Dec."

(b) Write ten lines descriptive of Lucy Gray. [12]

6. Write sentences of your own, each containing one of these phrases : "The Minster-Clock," "a fagot band," "lonesome wild," "silken clew," "the veering flaw," "tramp-ling surf." [12]

7. Dictation: page 91, from "These furry . . . to, with terror." [17]

ARITHMETIC—TO SEN. III.

1. Divide one billion, ninety-seven millions, forty thousand, one hundred and forty-four, by fourteen thousand and twenty-two; and write the quotient in Roman characters. [14]

2. Make out the following bill: 12 lb. butter at 19c., 15 lb. sugar at 8c., 4 gal. molasses at 70c., 9 yds. cotton at 17c., 3 lb. rice at 9c., and 5 lb. F. haddie at 12½c. [12]

3. If 11 men have to mow 24 acres 32 sq. rods of grass in 11 hours, how much must each man mow on an average per hour? [12]

4. A grocer mixes together 40 lb. of tea at 45c. the lb., 48 lb. at 47c., and 64 lb. at 53c. What is the price per lb. of the mixture? [12]

5. Find the cost of gravelling 7 miles 60 rods of road at 45c. per yard. [12]

6. A butcher sold three sheep; on the first he gained \$1.10, on the second he lost 27c., and on the third he gained 40c. How much did he gain on the three, and what was his average gain per sheep? [12]

7. How much would 40 apples at 5 for 2 cents, 24 pears at 3 for 5 cents, 60 peaches at 3 for 5 cents, 60 plums at 3 for 5 cents, and two dozen nuts at 3 nuts for 2 cents cost? [12]

8. The quotient is 12434, the remainder 2763, and the dividend eighty-seven millions nine hundred and eleven thousand one hundred and twenty-three. Find the divisor. [14]

GEOGRAPHY—TO SEN. III.

1. Define: Zone, horizon, river basin, isthmus and promontory. [10]

2. Draw a map of the country, showing (1) townships, (2) principal lines of railway, (3) Toronto, Stouffville, Newmarket and Sutton. [14]

3. Name the counties on lake Erie. [6]

4. Give the situation of Owen Sound, North Bay, Sault Ste. Marie, Peterborough and Hamilton. [10]

5. Name the waters through which a vessel passes in sailing from Port Arthur to Montreal. [10]

6. Name the provinces of the Dominion in the order of their importance, and state why the most important and the least occupy these positions. [12]

7. Name (1) the chief natural productions, (2) the industries of the provinces of the Dominion. [28]

8. Name the ten principal rivers of the Dominion. [10]

SUGGESTIVE QUESTIONS IN GEOGRAPHY.

1. Where are our two chief sources of gold on the continents?

2. Name four chief steamship lines between America and Europe, telling to what nation each belongs, and a few chief ports on each route.

3. What are the chief commercial routes between Canada and China, and of what articles does the trade chiefly consist?

4. What commercial communication have we with: (1) The West Indies, (2) The East Indies, and contrast the importance of our trade with each?

5. The North-West Transportation Company plies between Sarnia and Duluth, via Port Arthur; of what will the cargo consist, (1) up; (2) down?

6. Give the termini of the three leading railway systems of Canada, showing the reason for the selection of each.

7. Name and locate the railway links between Canada and the United States over our chain of inland waters.

8. Name the competing commercial routes between: (1) Montreal and Winnipeg, (2) New York and Chicago.

9. A person leaves Montreal for Victoria, V. I., via C. P. R. How often and at what places will he have to change his time on the route?

10. Compare eastern and western Canada with respect to: (1) Physical characteristics; (2) Natural resources; (3) Commercial advantages.

CONTEMPORARY LITERATURE.

The Publishers' Circular issued on the 15th of each month at St. Dunstan's House in London, by Messrs. Sampson, Low, Marsden, Searle and Rivington, is a reliable and convenient guide to and record of British and Foreign Literature.

The Dominion Illustrated for March 18th has portraits of the late Hon. Thos. White, the Hon. J. W. Longley, and the Hon. G. W. Ross, as well as beautiful views of Government House, St. Johns, Newfoundland, in winter, and of Lake St Joseph, etc.

THE March number of *The Decorator and Furnisher*, a magazine published in the City of New York by the Art-Trades Publishing and Printing Company, contains Easter designs, designs of panels, staircases, railway upholstery, sideboards, mantles, an Oriental smoking room, and many others—nearly all of them accompanying articles.

THE *Wide-Awake* is one of the best juvenile magazines. The character of its contents, the illustrations, and the general tone of the magazine are all good. In the current number one finds several items relating to the Inauguration of the President of the United States. "Men and Things," "Cooking Papers," "Geological Talks," etc., merit high commendation. It is enough to say of the stories that they are by such writers as Margaret Sidney and F. J. Trowbridge.

The Quiver for this month contains at least one article particularly appropriate to the spring season. "The Silence of the Woods," which tells of the English song-birds. A contribution from J. Cuthbert Hadden deals with the metrical version of the Psalms, giving what is known of the lives of the nine writers whose work it is. Though one may agree with Thomas Fuller that in some cases "their piety is better than their poetry, yet we are not likely to pass over an article on so interesting a subject. In fiction and other departments the *Quiver* sustains its good reputation.

THE March number of *Scribner's Magazine* contains another of the railway articles entitled "The Railway Mail Service," written by Gen. T. L. James, who was Postmaster-General of the Garfield Administration, and is now president of a bank in New York City. The article is well conceived, and the subject well treated. The author shows a generous appreciation of the work and needs of the trained mail clerks. A former Fellow of Johns Hopkins writes on "Economy in Intellectual Work." A musical article, a Mexican article, a travel paper, poetry and fiction make up the balance of the number.

THE March *Harper*, which contained Mr. Warner's article, has received a good deal of attention from the Canadian press—most of our papers publishing extracts from the

article. Mr. Warner has skilfully utilized the large amount of information and material which he possessed himself of during a recent visit to our country, and we can readily understand that among his fellow-citizens there will be many who will learn much from what he has here written. In the space of a brief article Mr. Warner has not the ample scope necessary for doing justice to himself or his subject; but, so far as we know, it is certainly the best and fairest article on Canada that has been written by any of our American friends. The frontispiece is a fine portrait of the Right Hon. Sir John A. Macdonald, and many other interesting articles appear.

THE *March Overland* publishes a valuable paper on "American Isthmus Canals," by William L. Murray

ANOTHER important article on a kindred subject, "The Isthmus Canal and Our Government," by Mr. S. F. Weld, appears in the *Atlantic*. Mr. Weld, after treating the subject fully, concludes his paper by a strong appeal for the same joint and equal, broad and liberal control of this waterway of the west that obtains at the Suez Canal. The *Atlantic* also contains a pleasant article by Mr. Warner on "Simplicity," several historical papers of importance, more of Mr. Hardy's "Passe Rose," and the first part of a new story by Elizabeth Bellamy. There is also John Greenleaf Whittier's poem, "The Christmas of 1888," and the Contributor's Club—nothing in any magazine is better than the Contributors' Club.

Outlines of English History. (London: Moffatt & Page.) A good outline of English History. Better than most and well-arranged.

(1) *Lamartine's Jeanne D' Arc.* Edited with Notes and a Vocabulary by Prof. Barrière, of Woolwich College, England. (2) *Souvestre's Confessions d'un Ouvrier.* Edited, with Notes, by Prof. Super, of Dickinson College. (Boston: D. C. Heath & Co.) These two neat paper-covered editions of French Classics are sure to be appreciated.

Elementary Classics. Virgil Aeneid I. By T. E. Page, M.A., Assistant Master at Charterhouse With Vocabulary and Notes. (London and New York: Macmillan & Co.) We are glad to see that another of this excellent series is issued.

One Hundred Lessons in Composition. By W. H. Huston. (Boston: The New England Publishing Co.) This little hand-book, by a Canadian teacher, is issued as No. 6 of the "Teachers' Help Manuals." We are sure that it will rank among the best of the series as an aid in class-room work.

The Complete Book of Arithmetical Examples and Key. By Dr. William Davis. (London: Simpkin Marshall & Co.) This collection of arithmetical questions is extensive and varied, some thousands of examples being given, which are practical, well-graduated and sure to be found useful in class-room work.

D. C. Heath & Co. published last month in the series of *Guides for Science Teaching*, *Hints for Teachers of Physiology*, by Dr. Bowditch, of Harvard Medical School. It shows how a teacher may supplement his text book instruction by simple observations and by experiments on living bodies or on organic material.

Sonnenschein's Cyclopædia of Education. (Syracuse: C. W. Bardeen.) This work is intended as a hand-book of reference on all subjects connected with education. The short articles of which it is composed have been written by such men as Prof. Sully and Sir Philip Magnus, and the work has been edited and arranged by Mr. A. E. Fletcher. It was recently published in London by Messrs. Swan, Sonnenschein & Co., and the American edition appears by their permission. It contains biographies of great teachers and men who have advanced educational interests; also articles on each of the subjects of a school curriculum, and finally, articles on general and miscellaneous subjects, such as, the Jesuits, Women Teachers, Self-Education, the Schools of Antiquity, School Surgery, etc., etc. In short, it is a book that is eminently suitable for a school library.

Popular Poets of the Period. Nos. 3-7. Edited by F. A. H. Eyles. (London: Griffith, Farran & Co.) We have pleasure in repeating with emphasis the favourable opinion already expressed of this series. The editor has placed at the disposal of teachers good material in a convenient and inexpensive form. Among the names of the poets we observe Sarah Doudney, M. Betham-Edwards, Austin Dobson, Professor Blackie.

(1) *Elementary Chemical Technics.* By George N. Cross, A.M. (Boston: The Eastern Educational Bureau and Silver, Rogers & Co.) (2) *Simple Experiments for the Schoolroom.* By Prof. Woodhull. (New York and Chicago: E. L. Kellogg & Co.) These hand-books are prepared for the use of teachers who are not experienced in practical chemistry work, or who have insufficient appliances for teaching that subject. We think it cannot fail to be of use to those for whom it is intended.

An Introduction to the Poetry of Robert Browning. By Professor William Alexander. (Boston: Ginn & Co.) The Professor elect of English Literature in University College, Toronto, has published under the above title a series of lectures delivered by him to a class of advanced students. The various chapters deal with the "General Characteristics," "Philosophy," "Christianity," "Theory of Art," and "Development" of the Poet. Analyses of many poems are given, and the treatment of the subject is at once sympathetic and luminous.

A Short History of the English People. By John Richard Green. In Four Parts. Parts I. and II. (London: Macmillan & Co.) Mr. Green's History (revised edition) is now republished in four parts. (Part I. to 1265; Part II. to 1540.) The corresponding part of Mr. Tait's Analysis, also the corresponding maps, tables, etc., are bound up with each part. On account of its convenience this will probably be the favourite edition of this history, which we do not praise simply because we feel it is beyond our praise.

The Hallowing of Work. Rev. Francis Paget. (London: Rivingtons.) The addresses delivered by Canon Paget, of Christ Church, at the Headmasters' Conference, held at Eton, January 16-18, 1888, have been published at the earnest wish of those who heard them, and to the profit of those who may read them. They were given at morning or evening service, or at the celebration of the Holy Communion, during the days of the Conference.

(1) *A Manual of Cur'ive Shorthand.* (2) *A System of Phonetic Spelling.* By Hugh L. Callendar, B.A., Fellow of Trinity College, Cambridge. (London: C. J. Clay & Sons.) Cursive shorthand, it is claimed, is easier to learn and write, and shorter, than any other system. The explanation of its principles in this little book seems to be full and carefully written. (2) Discusses the pronunciation of the language, and suggests a new system of phonetic spelling.

(1) *With My Father.* (2) *From Strength to Strength.* Compiled by the Rev. Edwin Hobson, M.A., Principal and Chaplain of St. Katharine's College, Tottenham. With Preface by the Rt. Rev. the Bishop of Wakefield. (London: Roper & Drowley.) The language of these two short manuals of Home and School Prayers is simple and devout. The prayers are not long, and, in a word, the children who may use them are likely to understand and be benefited by them. The latter is intended for older boys and girls.

Analytic Geometry. By Professor A. S. Hardy, of Dartmouth College author of "Elements of Quaternions." (Boston: Ginn & Co.) Part I. of Professor Hardy's work deals with Plane Analytic Geometry, and Part II. with Solid Analytic Geometry. In Part I. the subjects dealt with are Co-ordinate Systems, Equations of the First Degree, Equations of the Second Degree, and Loci; in Part II., the Point, Straight Line, and Plane; Surfaces of Revolution, Conic Sections, and the Helix. The object of the author has been to prepare a book suitable in every respect for a student's use, which should throw light on difficult points and

help him to obtain a grasp of the subject. The typography is excellent, and the book has a very attractive appearance.

Natural History Readers. By the Rev. J. G. Wood, M.A. Sixth Reader. (Boston: The School Supply Co.) The concluding volume of this admirable series, now issued, is, like all the others, deeply interesting, well written, and adapted for the use of children. The last two lessons, on the "Order and Beauty of Creation," and "Animals Our Teachers," fitly sum up the teaching of these books. The distinguished author, who has just passed away, has left behind him many who have profited by his industry and love of truth and beauty.

(1) *The Student's Manual of English Literature.* (2) *The Student's Specimens of English Literature.* By Thomas B. Shaw, M.A. Edited, with Annotations, by Dr. William Smith. (London: John Murray.) Among the numerous series of books written for the use of students, few are more valuable than that published by Mr. Murray, which now numbers twenty-five volumes or more, and includes books on a great variety

of subjects. The two volumes under notice are the work of the late Thomas B. Shaw, for many years Professor of English Literature at the University of St. Petersburg, and well known as a frequent contributor to English magazines. Professor Shaw's treatment of the history of English Literature and of the lives and works of English authors is satisfactory and judicious to a very marked degree. Chapter viii., on Shakespeare, is a good example of this. Many teachers will be glad to find brief notices of comparatively obscure authors appended to each chapter—a feature which makes this work valuable as a book of reference. Of (2) we desire to say that it is a fitting, perhaps an indispensable companion volume to (1), and that great taste and judgment have been displayed compiling it. The present is the 16th edition of (1) lives of Thomas Carlyle, Dean Stanley and other recently deceased writers having been added by Dr. Smith.

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